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ABSTRACT

This handbook, developed for an adult learning center in Pennsylvania, uses word processing instruction on Apple IIe computers to promote student writing. The handbook was designed for use by adult basic education, General Educational Development, and English-as-a-Second-Language students who read at a fourth-grade level or higher. In the 15 lessons of the handbook, computer terminology is introduced gradually, and drills are available for vocabulary reinforcement. Writing activities use the language experience approach, with each one dealing with an aspect of students' daily lives. Word processing and writing skills covered in the lessons are the following: computer parts; the keyboard; the main menu; adding new files to the desktop; beginning word processing; sentences; printing documents; updating files; paragraphs; moving words around; using the tab key; formatting text; arranging details in spatial order; formatting characters; and persuasive paragraphs. The handbook contains a glossary of software commands, an answer key, and an index. In addition to the handbook, a brief project report and two issues of a newsletter containing student contributions are included. (KC)

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FINAL REPORT

Word Processing / Language Experience Tutorial Handbook

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I. Abstract

The **Word Processing / Language Experience Tutorial Handbook** uses word processing instruction on the Apple IIe to promote student writing. Currently, there is tremendous interest among adult education students regarding the use of computers for word processing applications. While children have been exposed to computers in the classroom for years, adult students understand very little about these mysterious machines. Even the vocabulary, riddled with words such as software, input, and data base is an enigma to most adult learners.

The handbook was designed for use by ABE, GED and ESL students who are able to read at a fourth grade level or higher. Computer terminology is introduced gradually, and drills are available for vocabulary reinforcement. The writing activities used in this handbook are classified as language experience because each one deals with an aspect of the student's actual life experience. The directions are purposely vague with regard to the length of each writing assignment in order to accommodate a spectrum of student skill levels.

When the project was initially conceived, the intent was to teach word processing skills without referring to a specific model of computer or word processor. It became clear, almost immediately, that most students needed "nuts and bolts" instructions, and that necessitated specific hardware and software. This handbook was written for the Apple IIe because that is the computer the Adult Enrichment Center has available for student use. Although the project was developed to meet a specific need at the Adult Enrichment Center, it is hoped that it will prove useful to other adult education programs in Pennsylvania.

II. Introduction

Over the past few years, the Adult Enrichment Center has had the good fortune to receive a number of Apple IIe computers for student use in the classroom. Initially, students only used the computers with educational software to improve basic skills in reading and math. Gradually, students started wanting to know more about how to *write* with the computer. Eager to capitalize on student interest in writing, adult education instructors began to search for instructional materials for word processing with the Apple IIe. The search proved very disappointing. Although the *AppleWorks* program (the word processing program designed by Apple for use with the Apple IIe) comes with a training disk, the vocabulary and pace of instruction proved far too difficult for most students. Even with instructor support, students became frustrated and overwhelmed by the complexity of the lessons. Word processing texts for the Apple IIe were equally cumbersome for most students. Classroom instructors complained that it took an inordinate amount of one-to-one instruction to help students wade through texts designed for high level readers.

The purpose of this project was to develop a word processing tutorial handbook that most adult education students could read and understand with minimal instructor input. Since word processing skills cannot be taught in a vacuum, a language experience component was added to spark student interest, and personal investment, in each of the writing activities. The handbook was written by the Center's Adult Education Specialist working in cooperation with students and office staff. Lessons were developed throughout the year, then tested for comprehension and clarity by a

core group of students.

Copies of the **Word Processing/Language Experience Tutorial Handbook** will be on file for the next five years at the following locations:

Pennsylvania Department of Education
Division of Adult Basic and Literacy Ed.
333 Market Street
Harrisburg, PA 17126-0333

AdvancE
PA Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Upon request, a limited number of copies of the handbook are available from:

Adult Enrichment Center
31 South Duke Street
Lancaster, PA 17602
(717) 293-7636

III. Project Narrative

Enticing adult education students to write is no small feat. Negative experiences with writing in the public schools have left many adult education students understandably reluctant to put their ideas on paper. ABE, GED and ESL students, regardless of their educational level, avoid even the most basic writing activities for fear of failure. Many view writing for the sake of self expression as an alien activity completely divorced from their day-to-day life. Writing practice becomes an interminable chore undertaken only because it's a requisite part of the GED examination.

Conversely, computer literacy is an exciting prospect for most adult students. Computer instruction is devoid of the negative history that plagues writing because, in most cases, computers were not part of the public school experience most adult education students remember. If adults associate anything at all with computers, it's video games and automatic bank teller machines, neither of which is particularly threatening. Increasingly, adult students are requesting instruction in computer literacy in addition to basic reading, writing and math instruction. By using computer literacy to motivate the adult learner to improve his/her written language skills, this project attempted not only to increase student skill levels, but also to bridge the gap between today's computer literate generation and those adults who have never had the opportunity to work with modern technology.

The first step in the development of the handbook was teaching several students to use the *AppleWorks* word processing program on a one-to-one tutorial basis. Gradually, through working with students at various skill levels, the structure of the

handbook began to evolve.

Initially, computer terminology proved a consistent stumbling block for most students. Both native and non-native speakers of English were baffled by vocabulary such as document, file, data base and floppy disk. Not only was it important for students to understand the meaning of these words, but it was necessary for them to assimilate these new words into their vocabulary. Vocabulary drills were incorporated into the handbook to reinforce learning in this area.

During instruction, students often had difficulty knowing when to experiment with the computer. Since a written lesson might contain a step-by-step explanation of a procedure, students frequently felt uncertain about whether they were to "try it" or just read about it. The small hand icon ☞ was introduced as an action cue for students. When the symbol appeared in a written lesson, students knew they were supposed to do something with the computer. Similarly, the Miss Daisy icon alerted students to important information or directions. The use of visual cues greatly improved student success with each lesson.

The quality and quantity of the student writing generated by project participants was, by far, the most dramatic success associated with the development of this project. Once students began to understand how to use the word processor, they started writing all kinds of things: letters to friends, compositions for other adult education classes, resumés, and even exercises from workbooks. Inspired by this success, the Center's advanced English class decided to publish a student newsletter to create a public forum for student writing. Two issues of the **Rainbow News** appeared between February and June 1991. Project participants made a significant contribution to these publications.

Copies of these newsletters are included in the appendix.

Although all objectives for this project were achieved, there were unexpected obstacles along the way. The Adult Enrichment Center, which is located in the parish house of Trinity Lutheran Church in Lancaster, was forced to move four times during the course of this project in order to accommodate unexpected building renovations. During much of this time, student computers had to be stored due to lack of space. Since most adult education programs must rely upon the community to donate space for programs, finding a secure spot to place computer hardware for student use is a constant concern.

Interestingly, a second unexpected obstacle was also a stroke of good fortune for the Center. Midway through the year, a Macintosh Plus was donated to the Center for student use. Since this machine is far more sophisticated than the Apple IIe, interest in the older machines declined rapidly. Fortunately, students soon discovered that basic computer skills were an essential prerequisite for operation of the Macintosh Plus. This led them back to the Apple IIe and the tutorial handbook. None-the-less, the speed at which computer technology becomes obsolete will always plague educational programs, particularly those programs which depend upon the generosity of others for the acquistion of equipment. Programs which have an odd assortment of computer hardware available for student use may want to develop a training program that mandates proficiency on one machine before moving on to a more sophisticated model.

As adult education enters the 1990s, more and more students are recognizing the need for computer literacy. For adult educators, this is a particularly difficult need

to meet because of federal funding guidelines which prohibit the purchase of equipment and the lack of secure classroom space for storing expensive equipment once it is obtained. Yet, this project clearly demonstrates that interest in computer literacy motivates students to write. The **Word Processing / Language Experience Tutorial Handbook** is intended as a classroom tool for students and instructors. In the future, the demand for computer literacy will only increase among adult education students. Finding effective and interesting writing instruction for adult learners will always be a challenge. Regardless of the obstacles adult educators face in developing computer writing programs, there can be little doubt that computers and writing are a winning combination for adult education students.

IV. Appendix

The following issues of the **Rainbow News** contain several articles which were contributed by project participants. It should be noted, however, that the layout and graphics were generated using desktop publishing software and a Macintosh IIcx computer. This computer was not available for student use.

???News???

March 1991 Adult Enrichment Center Lancaster, PA Volume 01 Number 1

Can You Name This Newsletter???????

Help! A newsletter without a name is like a bagel without cream cheese or an umbrella without rain. We are looking for a name that is cleverly creative, but not offensive to anyone. If you think of a name that might be good for this newsletter, give your suggestion to your teacher or one of the students in the Advanced English as a Second Language class by March 31, 1991. Let your imagination soar!

An Interview With Pastor Karge

by Ensi Mazaheri
Unal Yucel
Said Oualaâlou

Pastor Karge's full name is Thomas Edward Karge. He is from the state of Illinois. He studied at St. Olaf College for four years, then studied four more years in order to get his Master's degree. He passed a religious examination to become a pastor.

Pastor Karge worked as a hospital chaplain before coming to work at Trinity Lutheran Church as a Pastor. Now, he is still working at this church after two and a half years.

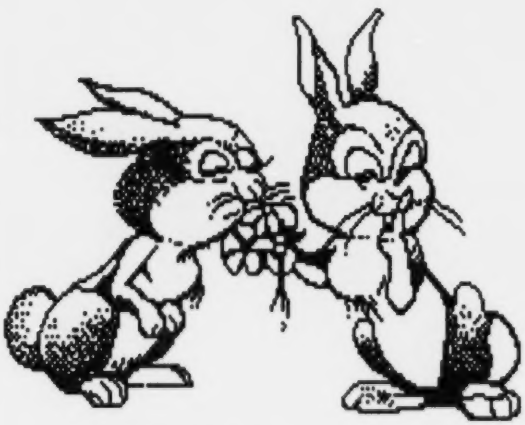
Pastor Karge is married and has three children. His oldest child is 14 years old and his youngest is 9 years old. Pastor Karge seems full of energy. His hobbies are cooking, listening to music - especially jazz music, and arranging flowers. He doesn't enjoy watching sports on TV.

His job is very challenging. His responsibilities include Sunday school, youth group, senior citizen's group, parish activities, hospital visits, and preaching. He works fifty-five hours a week. Each year he has four weeks of vacation and two weeks of studies. He said there are four pastors in this church.

We asked Pastor Karge about the relationship between American and European churches. He pointed out that the Lutheran Church has communion fellowship with the Episcopal Church. He added that the church in America is independent of government, which means the church doesn't get financial aid. This is very different from European churches where there is a relationship between the church and government.

We asked Pastor Karge's opinion of the Gulf War. He said that he doesn't like war and that he is a peaceful person.

We asked him what kind of job he would like if he were not a pastor. He answered that he might like to be a psychologist or a therapist, but he likes his present job.



Happy Spring Break.....

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A Persian Gulf Perspective

by Ali Daneshvar

The following factors are very important in understanding the war in the Persian Gulf:

History:

1. For a long time, Iraq has been looking for more shoreline in the Persian Gulf.

2. Iraq has not been able to pay back its debt to Kuwait and Saudi Arabia.

3. After eight years of war with Iran, Iraq would like to have more resources to rebuild the country.

4. Iraq wanted money from Kuwait, Saudi Arabia and other rich Arab countries in compensation for the damage done to Iraq during the Iran-Iraq war.

5. Iraq has some conflict with Kuwait over an oil field.

6. When negotiations between Iraq and Kuwait broke down, Iraq attacked Kuwait on August 2, 1990.

Saudi and American Interests:

1. Saudi Arabia was very worried about the invasion of Kuwait, and immediately asked for help from the United States.

2. The United States has a very important interest in the stability of the Persian Gulf, and especially in Saudi Arabian oil. ARAMCO is a vital economic source for America.

3. American politicians don't like Iraq controlling Middle East oil.

4. American politicians don't like Iraqi military build-up, especially its nuclear capability. They don't want Iraq to become the leader of the Arab countries.

Operation Desert Shield:

1. America, after receiving a request from King Fahad, sent troops to Saudi Arabia to defend the country against Iraqi aggression. In the meantime, other Arab countries such as Egypt, Morocco and Syria, and European countries like England, Germany, and France joined the Americans under the name of the Allied Forces.

United Nations:

1. In order to preserve peace in the Middle East and restore the Kuwaitti government, the U.N. passed twelve resolutions asking Iraq to withdraw from Kuwait.

2. One U.N. resolution gave Iraq 45 days notice to withdraw from Kuwait before the allies used force.

Operation Desert Storm:

1. On January 17, 1991, allied forces attacked Iraqi targets including communication facilities, military command posts, air fields, scud missile sites, and bridges.

Persian Gulf Survey

by Friederike Wyrwich
Bernardo Tornaiua

As part of an informal survey, twenty students and staff members were asked the following questions about the war in the Persian Gulf:

1. Do you think that war is a way to find a solution for political problems?

responses: **yes - 25%** **no - 60%**
I don't know - 15%

2. Do you think that only the sanctions of the U.N. would have stopped Iraq?

responses: **yes - 25%** **no - 60%**
I don't know - 15%

3. Do you think that the war in the Gulf is necessary?

responses: **yes - 50%** **no - 50%**

4. Do you think that President Bush should have given Saddam Hussein more possibilities to save his honor?

responses: **yes - 35%** **no - 55%**
I don't know - 10%

5. Do you think a second deadline would have changed the mind of Saddam Hussein?

responses: **yes - 30%** **no - 55%**
I don't know - 15%

6. Do you think President Bush and Saddam Hussein are making a personal war?

responses: **yes - 15%** **no - 80%**

Opinions on the War in the Persian Gulf

by Adolfo Alvarez
Pascual Zamora

We asked many people from many different countries their opinions or points of view about the war in the Persian Gulf. Here are some of those opinions:

Those people who agreed with the war said:

-Saddam Hussein wants to control the Middle East.

-By invading Kuwait, Hussein would have more control of the oil in the Middle East and the world.

-Everybody should be free.

The people who disagreed with the war said:

-This is a war only for oil.

-It's just a political war.

-There should have been more talk.

-Many innocent people will die.

-We should not be there.

-It's a personal war between Hussein and Bush.

-It's a mistake.

-If the war continues, it could be the end of the world.

One person did not agree with the war, but said it is the only way to get Iraq out of Kuwait.

This is a summary of what many people think about the war in the Persian Gulf.

Interview with Carmen Pagán

by Josie Velluci Mai May
Nivin Hijazi Nhung Cao
Lucie Burgos

Mrs. Carmen I. Pagán is married to Wayne Pagán. She was born in Orocovis, Puerto Rico. She left Puerto Rico when she was one year old.

Carmen and Wayne have a son who is 16 months old. His name is Justin Pagán. Carmen's parents are also from Puerto Rico. Her grandfather originally came from Italy and attended school in Italy. Her father learned English on his own in the United States. Her mother attended the Adult Enrichment Center on Strawberry Street, where she learned to read, write and speak English.

Carmen works for Intermediate Unit 13 as a secretary. Her duties as a secretary are to run the office, pretest new students, work with computers, publish the staff calendar, and help John and Sandy whenever needed. Her hobbies are photography and traveling in the United States.

When Mrs. Pagán comes to work, her grandmother takes care of her child. Mrs. Pagán is paid by IU-13, which receives money from the state and federal government. She also speaks several languages besides her own, such as Spanish, English and some Vietnamese.

The birds are flying,
Birds can glide in the sky,
They skim on water.

Mai May
Lucy Burgos

Vietnamese/Chinese Horoscope

by Nhung Cao

The Chinese chose twelve animals to name someone who was born each year. Each animal has its own characteristic. Traditionally, Chinese ancestors wouldn't let children marry each other if the couple were incompatible. They believed that the couple, if they lived a long time, would always be poor and, if they were rich, they would certainly die young. That is the reason grandparents or parents wouldn't permit the marriage. But, if two people were compatible (such as the pig, cat and sheep), after marriage they would be wealthy, happy and have good luck all their lives.

Attribute	Animal	Year
Wealthy	Mouse	1984
	Buffalo	1985
Unlucky	Tiger	1986
	Cat	1987
Nothing	Dragon	1988
Nice	Snake	1989
Solitude	Horse	1990
Anxious	Sheep	1991
Brave	Monkey	1992
Precious	Chicken	1993
Wealthy	Dog	1994
	Pig	1995

Compatible: Monkey - Mouse - Dragon
Tiger - Horse - Dog
Snake - Chicken - Buffalo
Pig - Cat - Sheep

Incompatible:
Tiger - Monkey - Snake - Pig
Dragon - Dog - Buffalo - Sheep

1991 - Year of the Anxious Sheep

by Nhung Cao

This is an Asian story about the year of the Sheep:

Once upon a time, there was a king who had many wives, as Asian men had the right to marry many women. For this reason, the king couldn't decide where to spend the night. He drove a sheep cart to choose where he would stop for the night. One wife knew exactly the characteristics of the sheep and their taste for so-dua flowers. She collected many of these flowers and put them in front of her door. That night the sheep cart stopped exactly in front of the so-dua flowers.

So, when Asians speak about the year of the sheep, the meaning is, "the man wanted to make love."

Venice

by Mark Kabakov

There are many cultural opportunites in Venice. Tourists can enjoy the masterpieces of art and architecture. It is a very pleasant place to visit. I felt like I was in a wonderland. Even the land in Venice is unusual. All transportation is on the water. It is amazing to see "Fire" boats, "police" boats, "taxi" boats, etc.

Venice is an expensive place to visit. There are many luxury shops, restaurants and hotels. Prices of food and rent are high. Transportation is not too expensive. Tourists can ride big boats, or small "taxi" boats. But, my favorite is the small boat for 6 persons, called "gondóla." Gondolierzoi sometimes sing their special songs called "Barcarola", which means," a song on the water."

People in Venice are very friendly. The tourist service is their main business.

Venice is a very nice place, and certainly worth visiting.

The graceful deer lopes,
It scampers up the mountain.
Finally it stops.

Amare Halle

Ethiopia

by Amare Halle

Have you heard about the wild animal life of Ethiopia? There are different places which are reseved for wild animals. You have to drive many miles through dense jungle to see these zoos, which are terrific to drive through. While you are driving, you have a chance to see wild animals such as lions, zebra, giraffe, deer and so on.

To visit these places, there is public transportation that serves only tourists. You can buy a pass from the tour company. The cost depends on how many days you stay there.

In these areas, there are reasonably priced hotels with different kinds of food, including Ethiopian cultural food. For example, dorowat, which is made of chicken, spiced hot pepper, onions, butter and tomato sauce, is served with thin, round, homemade bread. Really, it's out of this world.

There are entertainment places, such as night clubs, movies that show Ethiopian culture, and songs. The admission fee to these places is very cheap, so anybody can go.

The bird flaps its wings,
The bird is learning to fly.
It knows how to hop.

Hanh Nguyen

Barcelona

by Katia Shoji

Barcelona is definitely one of the most culturally rich places in Europe. With regard to night life, Barcelona it is certainly the capital of Spain. The people are outgoing and nice and it is a pleasant place to visit.

Barcelona, as many others places in Europe, is kind of expensive. Although the price of gas is around four dollars, cab fare is a reasonable price, and there are a lot of them in the downtown.

Also, Barcelona has nice and interesting restaurants. Downtown, there is a place called "Duxes at hen", where typical Catalonian food is served. They have the best tomato sandwich made with tomato, ham, olive oil and of course their secret ingredient.

There is also good American food like Benny's or McDonald's. Downtown Barcelona looks very much like Paris with many cafés. On Sambala street, near the central square, there is a very good one called "Parfaix dux" whose specialty is espresso with Juez (typical drink).

Night life is also a big event. The locals never sleep. There are nice and pretty night clubs like "Buzanxcu," where bands play Catalonian music. There is also a night club for the family - including children. "Maix et Mais," for example, has different shows and entertainment for the whole family.

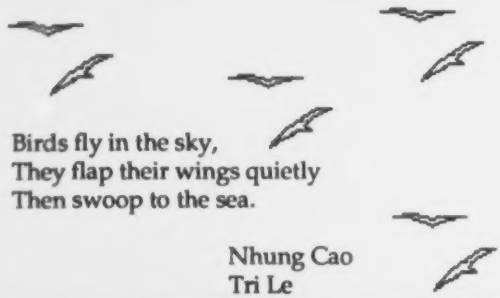
During the day, the wild nights quiet down with a variety of museums. The latest one, "Dali", along with El Prado are two of the best. The admission fee is $8.00 for the first one, and $7.00 for the second one, but they have special fares for students, children and seniors. The best way to get to the museum is by cab or by bus because, finding an empty parking space is almost a miracle. If your want to rent a car, you can go to one of the best sports clubs, Regatas, and play tennis, and have the chance to meet King John Charles and maybe be his playmate.

One of the most popular sports in Barcelona is "jai-alai", the same game that is played in Miami. Most of the people buy tickets 2 or 5 months before the game starts.

Also,the people of Barcelona enjoy skiing, during the winter and windsurfing during the summer. There are plenty of places to practice different sports, and afterward you can always relax in a spa or a night club.

Green leaves on the tree
Wind whirls, twists and leaves flutter
Dangling leaves tumble.

Kou Moua Khang
Mai Tran



Birds fly in the sky,
They flap their wings quietly
Then swoop to the sea.

Nhung Cao
Tri Le

Through the big city
An old man saunters along,
Nowhere can he go.

Isabelle Quenot
Vu Tran

Chinese New Year

by Nobel and Lucy Del Mar

All Asian countries celebrate the New Year at the same time of year. This year it will begin on February 15th. To calculate when the New Year will start, they use the position of the moon. They wait until the moon has disappeared and this will be the first day. Therefore, the New Year could be in February, March or April. The Chinese were the creators of the animal calendar. They give to each year an animal name and, depending on the animal, it will be a good or bad year. This year is the New Year of the Sheep.

Many people celebrate the New Year for three days. They do not go to work. The family gets together and goes to the Pagoda (temple) to pray. They wish their parents happiness, health, wealth and good luck, and they wish a lot of children for their friends. They give the youngsters a little money for good luck.

During the New Year celebration, people wear traditional clothes, make a lot of food like pork, beef, chicken, egg-rolls, cookies and candy. In every house you can find a cherry tree like the traditional Christmas tree, and with noisy fire-crackers they decorate the sky.

This year is a sad New Year for many South Vietnamese people because on February 15, 1968, they were attacked by the North Vietnamese.

Tankas

by Nhung Cao

Life is uncertain
Flutters along the strong wind,
We have to struggle
One will succeed in the end.
That is the meaning of Life.

Love is a poem
It has its variety
Creates all feelings
And also brings to readers
Wishes and melancholy

My Visit to St. Louis

by Sister Anna Klepic

I visited St. Louis for the first time in January 1990. The city is a tourist attraction because of the famous arch. The view from the top of the Arch is spectacular. St. Louis has modern skyscrapers and a great variety of recreational and educational facilities. The city is tidy in appearance and the atmosphere is warm and friendly.

I was amazed at the number of cultural events that take place in the city. I strongly recommend a visit to this great city along the Mississippi River. Factories and active industrial districts are also special attractions to visitors coming to St. Louis for the first time.

Like a child overcome with wonder at the workings of his newly acquired toy, so was I filled with wonder at man's ingenuity in all that I saw in this city. I visited the famous Zoological Park; the Art Museum; and the Botanical Garden, known as "Shaw Garden," where tropical plants flourish inside a huge plastic and aluminum bubble.

The arch, designed by architect Eero Saarinen, gave me an eerie sensation when I felt it swaying. At the base of the arch are many interesting shops and sites to visit.

To satisfy my hunger, I found numerous restaurants that served all kinds of tempting ethnic foods. I chose a Mexican restaurant, where I had my first taste of a really spicy meal.

In a rented car, my friend and I were able to travel to other historical, cultural, educational, religious and social centers located in the fascinating city of St. Louis.

This was an invaluable educational experience for me. This experience clearly showed the differences in culture, lifestyle, and ways of transacting business between this section of the country and the East Coast. In St. Louis, people relax and enjoy the pleasures of life, whereas in the East Coast, people are more serious. Yet, both are part of the United States of America.

Superstition

by Chuc Tran

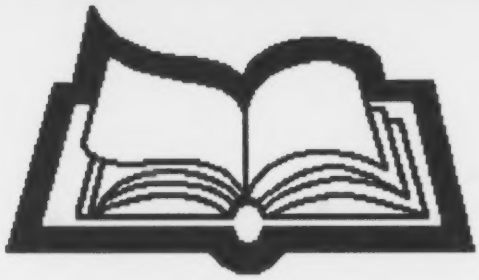
Have you ever heard or believed anything about superstition? Maybe it seems funny to you if you don't believe it, but it's very important to someone who believes it and tries to avoid what he/she believes is unlucky. To me, superstition is not good because it brings a lot of bad effects to people. Sometimes, it wastes people's time. This story is an example of how superstition can waste people's time.

One morning, I got on the bus with many people. When it was time for the bus to depart, the bus-driver could not start the bus. He got off and checked something in the bus' engine. Suddenly, there was a sound of a cat inside the bus and the bus driver jumped up into the bus. He asked angrily, "who brought a cat on the bus? who?" A few minutes later, a woman slowly stood up. "If you want to go on this bus, take your cat off, or you get off the bus with your cat," the bus driver said loudly. Finally, the woman got off the bus with her cat in her arms. I asked some people on the bus why the bus driver did that. They explained to me that the cat was an unlucky animal. "Why?' I asked. They answered, "Because the sound of the cat is "meo, meo." This is the same sound as the word "ngheo, ngheo," which means "poor, poor." They also explained to me that the dog is a lucky animal because the bark of the dog is "gâu, gâu." This is the same sound as the word "giâu, giâu," which means "rich, rich." Because of this belief, the bus driver did not allow the woman who had the cat with her to board the bus. Maybe she had to wait for a few hours to take the next bus. I don't know when she could get on the bus if the next bus had a driver who had the same belief as my bus-driver.

That's the reason why I don't believe in superstition. The bus-driver could not start the bus because the engine had something wrong with it or he had not taken care of the bus' engine. The sounds of the cat and the dog were very silly reasons. The cat and the dog are animals. For me, they do not bring good luck or bad luck. For example, if two buses have an accident and a cat is on one of the buses, superstitious people will draw the conclusion that the accident took place because the cat is bad luck. What's the reason for the accident? Don't you think that the bus drivers were responsible for the accident? How can they explain this case?

In conclusion, superstition is not good because it wastes people's time. If we believe in superstition, we can bring bad effects to ourselves. Therefore, when unfortunate things happen to us, we should find out what the reasons are and correct our mistakes, not blame events on superstitious causes.

Book Reviews



The following reviews are of three American short stories contained in C.G. Draper's book, Great American Stories.

The Gift of the Magi

story by O. Henry
review by Mai May

Della and Jim are a poor couple. Their house is old , with old furniture. Outside the house is a mailbox and a door without a doorbell. On the door it says, "Mr. James Dillingham Young." When the story begins, it is Christmastime, and Jim will soon be home.

Della, Jim's wife, is alone in the cold, old house during the day. She has only an old chair and table for company. Della is lonely like the mailbox on the door because she doesn't have any friends except for Jim.

Della would like to buy a Christmas gift for Jim, but she has only one dollar and eighty-seven cents. She tries to think what she can do with so little money. The gift she wants to buy for Jim costs a lot of money. Suddenly, she stands up and looks at herself in the mirror. She begins to comb her hair. She smiles. She puts on her old brown coat and her hat. She runs out of the house and goes to town. She stops in front of the door which says, "Madame Sophronie, Hair of All Kinds."

Della enters the shop and asks Mme. Sophronie, "Will you buy my hair?" The woman looks at Della's beautiful long, thick, dark hair and answers, "Twenty dollars." Della takes the money for her hair, and runs to another store to buy a $20 gold watch chain for Jim's special watch.

At seven o'clock, Della makes coffee and starts dinner. She hears the door open as Jim enters the room. He stands still and stares at Della. His eyes are strange. Della feels afraid and says, "Why do you look at me like that?" Jim says, "I like your short hair". Della starts to cry and tells Jim she sold her hair to buy him a gold chain for his special watch. Jim tells Della he sold his watch to buy her a beautiful comb for her hair.

Della and Jim are poor, but they are also happy. They don't see each other much, and live in an old house, but still they are happy. I think everyone should read this story and it will help them accept their lives.

A Cub-pilot's Education

written by Mark Twain
review by Chanh Phan

"A Cub-pilot's Education", written by Mark Twain, was one of the nicest stories I've ever read. It was about a boy who wanted to be a steamboat pilot. He lived in a village on the great Mississippi River. When he was fifteen years old, he ran away from home and went to New Orleans, where he met a pilot named Mr. Bixby. The boy directly expressed his aspirations with Mr. Bixby, who refused to take the boy on as an apprentice. The boy continued begging for favor until, finally, Mr. Bixby accepted him as a cub-pilot.

The steamboat left New Orleans one afternoon. A few minutes later, Mr. Bixby gave the boy the wheel. The young man began steering into the middle of the river. Suddenly, the pilot shouted, and pushed the boy away. As quick as lightening, the pilot took the wheel again. While the boy was still astonished, the pilot explained the reason for his actions: "According to my experience, if we're going up-river, we must steer near the sides. We can only travel in the middle, where the current is fastest, when we're going down-river."

Mr. Bixby continued teaching the boy a lot of things concerning a steamboat pilot's career. A short time later, the pilot asked the boy some questions about what he had been taught. The boy couldn't respond. So, he was scolded for being stupid. After that, the pilot continued teaching the boy and forced him to remember many of the names of places on the river. Step by step, the boy began to memorize the river. But it wasn't enough. One day, the pilot asked the boy about the shape of one bend in the river. The boy couldn't answer, so again the pilot scolded him mercilessly. As usual, the pilot directed the boy to learn the shape of the river in order to steer at night. The boy was very disappointed. He thought about quitting and going home but, finally, decided to stay.

Little by little, the young man became a good student. He learned to accomplish his job at night without Mr. Bixby's help. Over time, the young man became arrogant and presumptuous. Mr. Bixby saw this and decided to teach him another lesson.

One day, when the boy was steering near the easiest bend in the river, the pilot said to him, "I'm going below for a moment." Before leaving, the pilot reminded him of alot of interesting things, though there was no sign of any possible danger. A short time later, there were a lot of people in front of the boy. One of them said in an anxious voice, "Where's Mr. Bixby?" The uncertainty of the crew frightened the boy to death. He loudly yelled for help many times. Within moments,

Mr. Bixby was standing next to the boy and everyone began laughing. Mr. Bixby had played a trick on the boy in order to teach him that a steamboat pilot has to believe in his own ability. This was the last lesson the steamboat pilot taught the boy.

This story is simple, easy to understand, and well written. It is very interesting too. It gives readers a wonderful lesson about perseverance. The boy was patient. He had sufficient will to surpass a lot of suffering and difficulties and he finally succeeded in becoming a steamboat pilot. Indeed: "Where there is a will, there is a way."

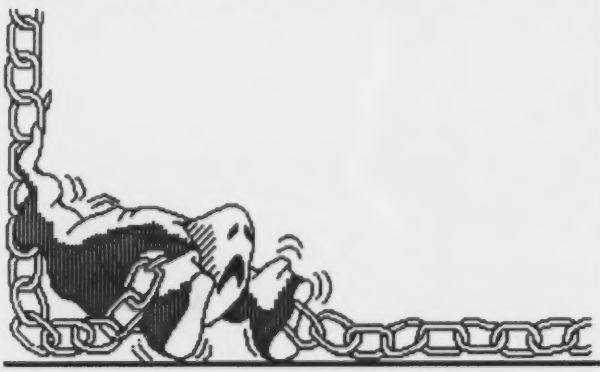
The Tell-tale Heart

written by Edgar Allen Poe
review by Carmen Hernández

This story is about a man who wanted to kill an old man. The killer was confused because he liked the old man, but he hated his horrible eye, and this was the reason he wanted to kill him. For one week, he went into the old man's room while the old man was asleep, but he couldn't kill him because the old man had his eyes closed. One day, he went to the old man's room and found his eyes open, so he killed him. After that, he cut the old man's body into pieces and put the pieces below the floor. When the policemen, who were called by people in the next house, arrived, the killer became very nervous because, in his mind, he thought he heard the old man's heart beating beneath the floor. Finally, he confessed that he had killed the old man.

I liked this story because it was told by the killer and because I prefer scarey and violent stories. It was interesting and exciting because you feel intrigued and want to know what will happen with the two men. I think that the story is well written because it is clear, has a simple vocabulary, and is written in order of events.

I found the exercises at the end of the story very helpful because they give you cause and effect relationships and help you understand the story, verb tenses and grammar. The best exercise for me was the last one, writing a police report. When you finish the last exercise, you must complete a summary of the story and give your personal opinion.



Calendar of Events

March

4 International Week - Millersville Univ.
8 GED Test at McCaskey H.S.
8 Women's Day
9 Lynne Lichtblau's Birthday!
15 The Ides of March
17 St. Patrick's Day
18 Unal Yucel's Birthday
21 Spring Equinox - 22:02 EST
24 Palm Sunday
29 Good Friday
29 AEC Spring Break begins
30 Full Moon - 2:17 EST
31 Easter
31 Carmen Pagan's Birthday

April

1 April Fool's Day
1 McCaskey Closed
2 AEC Classes Begin - Spring Break Ends
5 GED Test at McCaskey H.S.
6 GED Test at McCaskey H.S.
14 New Moon - 14:38 EST
28 Full Moon - 15:58 EST

Would you like to contribute to this newsletter?

This newsletter is published by the Advanced English as a Second Language Class at the Adult Enrichment Center. If you are interested in contributing to the May 1991 issue, please give your article or current event to Kimberly Breedon or Sandy Strunk before May 1, 1991. Students from the class will select and edit articles for publication.

THE END

Rainbow News

June 1991 Adult Enrichment Center Lancaster, PA Volume 01 Number 2

John M. Corse Interview

by Maria Pagán

John Corse has been married for ten years. June 14, 1991 will be his 11th anniversary. He was born in Lancaster.

John is a Manheim Township High School graduate. He got his baccalaureate degree at Ursinus College in 1971, and his master's degree at the University of Delaware in 1973. His major was psychology at Ursinus and Education at the University of Delaware.

For seven years, John worked as a teacher of Adult Education. For the last four years he has been working as the Director of the Adult Enrichment Center. As part of this responsibility, which he likes very much, he prepares budgets, hires new teachers when it is necessary, etc. He works at least 8 hours daily. He is paid by IU-13 with federal and state government funds.

He said that he speaks one and a half languages, so I figured out that the half language must be Spanish because he said he has been in Puerto Rico, Spain and the Dominican Republic.

John's hobbies are playing golf, watching sporting games, collecting antiques and gardening. He has planted roses and vegetables in his garden. Some of the vegetables are beets, carrots, broccoli, etc. He also planted a lot of hot peppers.

Some problems which happened in the school which he doesn't like are people smoking in the bathrooms, graffiti, littering, and people parking their cars in the Trinity Lutheran Church parking lot. He said that the Adult Enrichment Center pays $100 a month to San Juan Bautista Church for the upper parking spaces so we can park there.

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IU-13 Honors GED Grads

Friday evening, May 24, 1991, this year's GED graduates were honored at Hempfield High School. Opening remarks were given by Mr. Charles Holbrook, Regional Advisor for the Pennsylvania Department of Education. Dr. Perry Love, Vice-President of the Board of Directors for IU-13, challenged graduates to remember the words, "You can do it!" as they embark upon a new phase of their life-long education.

William (Bill) Fickes, who studied at the Adult Enrichment Center, was selected as Student of the Year. Bill came to the Center in February after a work injury prevented him from continuing his job. With a wife and four young children to support, Bill decided to work intensely towards his GED diploma by attending morning classes at the Center and evening classes at Warwick High School. His hard work and determination paid off, and he recently passed the GED exam. He applied to and was accepted by Harrisburg Area Community College where he is working towards a Bachelor's degree in Criminal Justice.

Other GED graduates who studied at the Adult Enrichment Center this year include:

Marcus Alston Terrence Bair Christopher Barton Duane Bleyer Ernie Brown Nathan Brubaker Kevin Buch Christina Caballero Dariusz Dabek Joseph Dougherty Matthew Fegan Brian Finnegan Alta Hamric Brenda Hyson Gwendolyn Kiscaden Michael Long John Luciano Lewis Maples Majorie Muffitt-Hill Jessica Ortiz Yvonne Ressler Evelyn Rivera Denise Rodriguez Migdalia Sanchez Matthew Sweitzer Bonnie Jean Taylor Thomas Thilo Kenneth Thompson Kenneth Tomko Gregory VonNireda Kathy Wann Monica Zampino

Prague

by Friederike Wyrwich

I visited Prague, the capital of Czechoslovakia, several times in the last couple of years. When I saw it in January, I knew it would be different because of the revolution that occurred in the fall of 1989. The people of Prague were very obliging, sympathetic, and interested in talking with visitors. I was very impressed with the many pictures of Vaclav Havel, which people hung up in private windows or in coatrooms in restaurants; I even saw one next to a cash register in a supermarket. The pictures symbolize the happiness and excitement the people feel toward their new president. He represented the people who protested the old government.

Even though there has been a revolution, the economic conditions still remain relatively poor (compared to the American standard of living). Things have actually gotten worse. I saw a farm store with nothing but empty cans in the window. This example really frightened me. Of course there were other shops that were better filled.

The old part of Prague is wonderful. The "Karlew most" (Charles Bridge) and the "old town ring" have very beautiful, old architecture. I liked to walk through the tiny lanes of this part of town, down to the river "Moldava", enjoying the colorful old houses. Situated near the center are the streets of a former Jewish ghetto from the World War II era. There one finds old synagogues and impressive Jewish cemetaries. An exhibition next to one of them shows drawings made by children in the concentration camp.

I will definitely go back to Prague some day. I am hopeful to find the people of Prague benefitting from their revolution.

Photographs of Prague by Friederike Wyrwich

Gary Smith Interview

by Ali Daneshvar
Friederike Wyrwich

Gary Smith and four other actors/actresses founded "The Theatre of the Seventh Sister" two years ago. They wanted to create a different stage than already existed in theatres in Lancaster. From the beginning, the founders didn't choose a hierarchical structure, but instead, they developed a structure which allows for the equality of all members. This means that important decisions (like the performance of a new play) have to be discussed, and all five founders have to agree.

Everyone works in the theatre in accordance with the philosophy they set up in the beginning weeks. That includes the ideas that the plays are never chosen because of profit, that the theatre doesn't work in an exploitative way, and plays deal with topics like human events which are important to the community as well. They want to focus on various philosophies of life and give their audience ideas for solving problems.

Gary Smith, who grew up in Lancaster and went to Boston to study theatre, also discussed financial problems. The funding consists of 50% ticket sales and 50% private donations. The members don't want to depend on the sponsorship of businesses. They believe that they would not be free anymore to make independent theatre. Almost every member has to work in another part time job just to make a living.

The actors show classical plays as well as contemporary and experimental theatre. They want their productions to "at least cause dialog", Gary Smith remarked.

BOOKS

THE LOST PHOEBE

by Theodore Dreiser

reviewed by Nhung Cao

This story is about the fidelity of an old husband after the death of his lovely wife. Henry and Phoebe Reifsneider were a loving couple. They had lived together for forty-eight years. They had had seven children, but three had died. The four children moved away to different places. They had very many problems of their own, so they never minded about how their parents lived or what would happen to them. The children didn't give any help to their mother and father; sometimes they gave little thought to them.

Henry and Phoebe lived in a small old house with very old furniture that they had made themselves. This old house had passed three generations. Henry and Phoebe spent the rest of their lives like moss on stones: they fastened themselves together until their circumstances were worn away. They were very poor. Henry had nothing but Phoebe. They lived in a simple world full of love and sympathy. During the forty-eight years that they lived together, there were some complaints. Every night, Henry wound the old clock and went to lock the doors, and it comforted him to know that Phoebe was in bed. If she asked him to bring a glass of water to her, he complained, but it gave him pleasure to bring it to her.

One day, something happened to Henry. It was in the spring of Phoebe's sixty-fourth year. She became sick and died one cold night. Henry began to havea lot of trouble. He lived alone with the memory of his lovely wife. He continued to remember her, to dream about her, to call out to her, to expect her to return. He felt hopeless and disappointed. One day, he felt he could not bear his loneliness any longer. He went completely out of his mind and left his neighborhood to search for his wife.

After seven years of searching, he reached a place about four miles from his town, which was called Watersville. There was a place called Red Cliff. One night, he came to the top of Red Cliff. He lay down in the dark to rest and sleep. The next day, some farm boys found his body at the foot of the cliff. It seemed to everybody that Henry had a smile of peace on his lips. He died, but his face was full of happiness. One thinks that before he died, he had found his lost Phoebe.

In their own peaceful world, Henry and Phoebe lived together and were never separated from each other again.

I like this story because it brings to the readers, especially the old ones, deep feelings and great emotion. It still remains in human hearts the admiration and the respect for old Henry and his lost Phoebe. Every time I read and re-read this story, my eyes fill with tears. It seems to me that life is vanity and death is quite cetain. That is the success of Theodore Dreiser when writing about "The Lost Phoebe".

LOVE OF LIFE

by JACK LONDON

reviewed by Adolfo Alvarez

Jack London's short story "Love of Life" has been adapted for ESL learners by C.G. Draper. "Love of Life" is the story of an old man who has been left behind by his friend on a deserted island, where all he could see were stones and earth. It is about the problems he goes through to get to the camp where he is heading.

London gives a good description of the situation on this deserted island. The man is without food or water. He has a pistol but no bullets. Mainly, this story is about the way this old man tries to survive. There are moments when his love for life makes him forget about his condition and where he is.

I don't think the writing in this version of the story is very good because it has a lot of short sentences. It also repeats the word "he" a lot at the beginning of sentences, which makes it boring.

Even though I thought the writing wasn't good (because it made the story a little boring), I think it has some suspense which makes it a little bit interesting.

Articles Welcome

If you would like to have an article, story, poem or letter printed in this newsletter, give it to Kim Breedon or Sandy Strunk. Students from the Advanced English class will work with you to correct spelling and grammar. Share your thoughts and ideas with your fellow students!

THE NATIONAL AQUARIUM IN BALTIMORE

by Nobel Del Mar

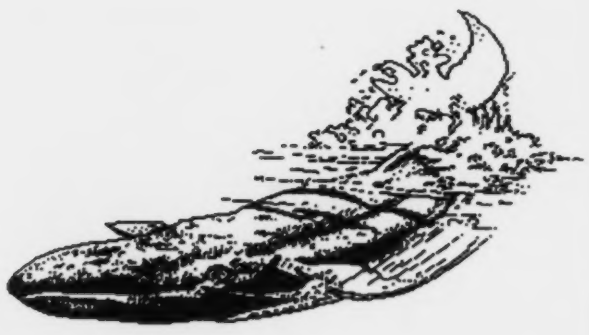
The National Aquarium in Baltimore is located at 501 East Pratt Street. To get there from Lancaster is easy; you only have to take Route 30 West and then Route 83 South. It takes you right to the front of the Aquarium. The Aquarium is divided into two huge buidings: the main aquarium building and the Marine Mammal Pavilion. The main aquarium building is divided into five levels. On each level you can find different things. On the first level (the lobby), you can see the sting ray exhibition. You can appreciate all the soft movements the rays make; they look as if they are flying under the water.

On the second level you can see a whale's skeleton hanging from the ceiling. It is very large and almost takes the whole five levels. On the other levels there are different kinds of fish, such as sharks, barracudas, seahorses, etc. On those levels there are also different kinds of frogs, and some reptiles.

On the fifth level is the rainforest. It is an exact replica of the rainforests in South America, with temperatures in the 80's (Fahrenheit) and the humidity level at around 76%. Here you can see the different tropical birds and vegetation. In the winter, it is really impressive because you come in from the outside, where it is much colder. The people from South America always like to stay there for a while.

Then, you can go to the other building, the Marine Mammal Pavilion, which is connected to the main aquarium building by a bridge. In the Marine Mammal Pavilion, you can watch the dolphins' and whales' presentation. On the first floor is an underwater viewing station and an educational arcade, where you can learn a little more about mammals.

The National Aquarium in Baltimore is really beautiful. You can easily spend hours without being bored. In fact, you'll enjoy it.



New York

by Melba Gomez

I think New York is the most exciting place to visit. That's what I felt many years ago when I came to this country. The first thing that made me feel in a different world was looking at the very tall buildings and people going in all directions like they were in a hurry.

If you like art, science, or history, you will find good museums to visit. You can discover modern art and see art pieces from all over the world. You can learn about the latest discoveries of science or spend the day just looking and learning about new facts.

Then, for a different activity, you will want to look for a place to eat; New York has the finest restaurants. You will find the food you like from the country you choose. This city has people from all over the world, so you don't have to be afraid to talk if you don't speak English.

A place that everybody wants to visit when they are in New York is the Statue of Liberty. The view that this place offers is majestic, and the history and traditions are very significant for the visitors. The Empire State Building is another point from which to view New York. You can look at the city from that height and ask yourself, "Can it be true?" The beauty of the everything you see is incredible.

Night life is also a big event. There are nice places for the family, with entertainment for the children too. Or, if you prefer to go dancing, just ask for directions.

GETTYSBURG

By Amare Halle

I would like to advise a person or visitor arriving recently in America to visit Gettysburg, one of the famous historical places in the U.S. It is less than an hour's drive from Lancaster. When you reach Gettysburg, there is a visitors' center which gives you orientation and a map of the battlefield and the museum.

In the museum, you can see real photos of heroes of the American Civil War, which made America stand firmly united. It's really amazing to see their bullets, pistols, rifles, canons, and even the soldiers' clothing.

It is not convenient to see the whole battlefield on foot. To cover the entire distance takes 3 hours by car. (Tourist buses are available if you don't want to drive.) You actually don't drive fast to see the heroes' monuments, the places where the soldiers fought, and the monuments to each division from the different states. It's surprising to learn all the events which took place there.

I admired how wonderful the soldiers were to decide to sacrifice their lives for the unity they never lived to see.

Durian

by Nhung Cao

Durian is a durian,
It's name means "own sadness".
A very special fruit from Asia,
Most South Vietnamese think the best.

Everyone has his own loneliness
Which symbolizes the precious loss
That happens, the melancholy
I choose to embrace.

Durian, I like you!
Durian, I love you!
You make me remember my little country,
You make me remember my poor country.

Durian, you are always sweet.
You are my feelings, my emotions,
I've never forgotten you in any situation,
And always, you make me long for home.

DREAMS ARE FOR BELIEVING

by Khomme

Khomme, Khomme, please don't cry.
Someday things will work out for you.

Pick up all your pieces,
And keep your head up high,

Dry your eyes,
And put a bright smile on your face.

Don't throw away your dreams.
You have come so far.

Don't throw it all away.

Dreams are for believing,
And for going home to the truth
That is in your heart.

Don't be sad. You're not alone.
God will watch over you.

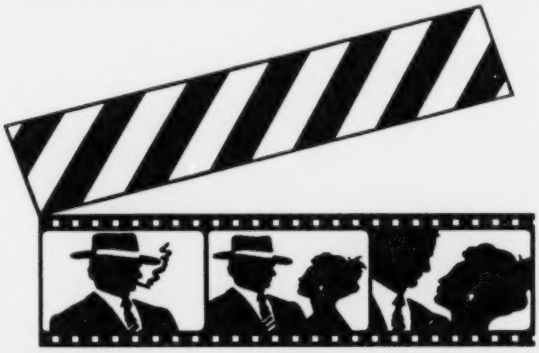
As long as you believe in yourself,
Your dreams will come true someday.

CANADA

by Mai M. May

In the future, if you ever want to go to Canada, stop in Toronto. It is a nice place to visit, and you have the opportunity to see the waterfall. People are friendly and kind. The cost of living is not expensive, even when you dine out in restaurants.

Toronto is a pleasant place to visit. There are plenty of shops in different places where people are nice. Hotels are not expensive. Cab fares and buses are very easy to handle. If you get lost ask people, they will be glad to help you. They also would like to show you how easy it is to get around and to see all the beautiful things and places, especially the waterfall and the sailing. You can even ride a boat underneath the waterfall and have a photographer take your picture if you wish. Toronto is a nice place for everyone who likes to see beautiful nature, shops, and experience different foods. After the visit, you'll never forget Toronto and you'll want to go back there again and maybe even stay there for the rest of your life.



MOVIE: GUILTY BY SUSPICION

Reviewed by Friederike Wyrwich

One can find an unusual movie in the theatres these days. Unusual, because it tries to work out a darker period in U. S. history. **Guilty by Suspicion** is a movie with its action based on a real story of the 1950's.

A succesful filmmaker (played by Robert DeNiro) comes back from France to Hollywood, where his friends want to surprise him with a party. Only the spectators know that one guest just came from an FBI interrogation related to his communist past. After a few scenes, it becomes clear that this man gave the FBI officers the names of his wife and friends. Among them, the filmaker who did no more than to go to a few meetings of the communist party more than ten years before. Now, it is up to him to give the FBI names of "suspicious friends" just to prove that he broke with the communist party and is not a member anymore (although he never was). He learns what it means to be guilty by suspicion when he is locked out of the Hollywood film studios because he doesn't want to lose his friends by clearing himself. Soon, he has bad experiences as a result of looking for other film offers in an undignified way. Former apparent friends turn away for him. I like this film very much because I feel it is an appeal to all people to show civil-courage in similar cases which can happen daily in everybody's life.

DANCES WITH WOLVES

reviewed by M. Unal Yucel

Dances With Wolves was the most wonderful movie I've seen in the past half year or year. Kevin Costner was the director of this movie, and he also acted in it. He did a great job in this movie. When I was watching **Dances With Wolves**, I thought it would win all those Oscar awards, but it did not.

Most people have questions about the relationship between American Indians and white people. **Dances With Wolves** describes this relationship during the 1800s. If you watch this movie without any idea or any information, you will probably not comprehend anything.

Kevin Costner made a breakthrough, and he chose a good subject. He is an attractive, aggressive, and knowledgable person. Because directors in the US have not made many great movies recently, I think Hollywood needs more people like Kevin Costner.

MILLERSVILLE UNIVERSITY

by Katja Sholl

Millersville University was founded in 1850. It started as a summer school, but the immediate success made Millersville become a university in 1854. Now Millersville University dedicates itself to providing excellent instructional programs in the Social Sciences and the Liberal Arts and Humanities. MU's strongest programs, and the ones that have the highest yearly enrollment, are Education, Computer Science, and Business Administration.

It would be unfair to say that Millersville has only instructional programs. The best thing about MU is their campus life, which offers a variety of activities—recreational, cultural, and social. There are several clubs, such as sports clubs, musical groups, and special interest clubs. One of these latter is the International Relations Club, which involves people from different countries and organizes special activities such as games, trips, parties, dances, colloquiums, and help for foreign students who have problems with their classes. The best thing of all is that you get to meet people from different countries and cultures, including the US. You also can make good friends and get the chance to visit them in their own countries.

LANCASTER COUNTY: A GREAT PLACE TO LIVE

The Rainbow News asked a number of students for their opinions about Lancaster County. Not surprisingly, many students think that Lancaster County is a great place to live. Here are some of the students' responses:

"If we just look over thecounty, it is small, quiet, and clear. Everything seems to be in order. It is not like big cities (like New York, Los Angeles, etc.) that are noisy. Their traffic is usually blocked on the streets, and thier environments are polluted by smoke."

Phuc Nguyen
Viet Nam

"I think that Lancaster is a great place to live because here I can see a lot of things like some houses, farms, trees, etc., that remind me of Puerto Rico. Here we also have many opportunities to study and to work. We have nice and clean hospitals, parks, shopping malls, etc. When I visit other places, I compare Lancaster with them, and I think that Lancaster is the best. It's a beautiful and safe place to live."

Maria Pagan
Puerto Rico

"People can feel comfortable here. There is a big clear sky, a comfortable breeze, vast land, beautiful flowers, and many friendly people here. People are very kind and friendly. Many people say "Hello" to me, even if they have never met me before. Also, I'm interested in Amish people. They use buggies and wear strange clothes and hats."

Yoko Adachi
Japan

"Lancaster County is a small, quiet place, not like I thought the US would be, and not like I saw in the movies. It doesn't have an intertwined, crossed, huge system of highways. Highways threatened me very much in Viet Nam. Now, the local road systems encourage me."

Mai-Hahn Tran
Viet Nam

Spring Thoughts

With the heat of summer quickly approaching, we must do whatever we can to stay cool. One thing we can do is to remember the refreshing images of springtime:

"Spring is a special season that I enjoy very much. It seems to me that all the earth is awakening from a long and heavy winter dream. Each day I can see new flowers and a variety of colors, which make my eyes gratefully happy. The trees are open and show me their joy with new green branches which flutter and wave to the people who are walking around."

Sister Ana Klepic
Yugoslavia

"Spring is time when we can enjoy life. We enjoy the nature and the sunshine. I like to make my body work hard when the spring comes."

Masaki Shimomura
Japan

"When spring comes, it seems that there is a new life, and people want to be better and more organized. The style of dresses switches from the heavy clothes, hats, scarves, etc., to the new fashion of fresh and colorful clothes."

Isabel Rodriguez
Mexico

Calendar of Events

June

7 AEC Recognition Ceremony
14 No Class
26 Classes end until July 8th

July

8 Summer School Registration
9 Summer School Classes Begin
(Monday -Thursday, 9-12)

August

15 Last day of Summer Session

September

5-6 AEC Class Registration
9 Fall Session Begins

EASTER IN WASHINGTON D.C.

By Beatrice Mallier

Over Easter weekend, I was with my friend in Washington D.C. It was the first time I had ever been to this city . My first impression of Washington was quiet, nature and space.

We arrived near the Potomac River. People were fishing, jogging, walking and riding. The sun was shining and we discovered the beautiful line of cherry blossoms. It was great to see.

As we walked near the cherry blossoms, we found out how nice they smell. In Washington D.C., there is a place named "The Mall". It's between the Lincoln Memorial and the Capitol. On the Mall, there are all sorts of museums -all are free- and have large spaces. This place reminded us by its architecture of another big city, like Paris. But in Washington D.C. there was more space and people seemed to be more quiet.

Another event in Washington was the "Easter Egg Roll" which took place at the White House. American families were at the east entrance waiting to go inside. There was a longer line than I had ever imagined. I tried to understand how they could wait a long time, about two or three hours, with small children. In the White House garden we saw a big fair with beautiful balloons, clowns, music, etc. I think it was a great event for children.

These two first days in Washington were very interesting and we plan to visit this place again.

WORD PROCESSING

LANGUAGE EXPERIENCE

TUTORIAL

HANDBOOK

Adult Enrichment Center of Lancaster-Lebanon Intermediate Unit 13

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Word Processing / Language Experience Tutorial Handbook June 1991

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Special thanks to ***John Corse, Jr.*** *for reading and rereading this handbook in all its various stages of development. Without his careful attention to detail, many an error would have gone undetected.*

Last, but not least, special thanks to the students of the Adult Enrichment Center whose continued interest in learning word processing was the impetus behind the development of this handbook. They, more than any one individual, engendered this project through their continued quest for knowledge fraught with meaning and relevance to their lives.

This handbook was written by ***Sandra J. Strunk*** *under the auspices of the Adult Enrichment Center of Lancaster-Lebanon Intermediate Unit 13. Communication regarding this project should be directed to :*

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INSTRUCTOR PREFACE

As adult education enters the 1990s, more and more students, at all stages of skill development, are becoming interested in learning computer literacy skills. Computers are magical machines which are showing up in automobiles, grocery stores, personnel offices, department stores. What was once considered an innovation of the future is now as commonplace as radio or television, both magical machines of the past! With the advent of the word processor, typewriters have become passé. Why struggle with a machine as labor intensive as the typewriter when a word processor can offer features such as cut and paste, spell-check, and search?

The purpose of this project is to improve the students' written language skills within the framework of learning word processing techniques. Using computer literacy as a motivational tool, students complete a series of language experience exercises geared toward increasing the student's comfort level with, and competency in, written English.

When the project was initially conceived, the intent was to teach word processing skills without referring to a specific model of computer or word processor. The debate over the specific virtues of Apple vs IBM vs Tandy vs Olivetti can go on ad infinitum. In a federally funded adult education program, it's a moot point anyway since federal funds cannot be used to purchase computer hardware. Typically, if adult education programs have computer hardware at all, it is an odd assortment of machinery acquired from sympathetic donors who are probably upgrading their own equipment.

This handbook was written for the Apple IIe computer because that is the computer the Adult Enrichment Center has available for student use. Trying to write generic computer instructions without favoring any one manufacturer proved futile from the start. Perhaps a philosopher can achieve the level of abstraction necessary to picture a hypothetical keyboard attached to a hypothetical monitor which requires unspecified commands, but it's not something that should be expected of an adult basic education student (or instructor either, for that matter). It became clear almost immediately that students needed "nuts and bolts" instructions, and that necessitated specific hardware and software.

The handbook was designed to be used by ABE, GED and ESL students with minimal instructor supervision. None-the-less, instructor supervision and assistance is critical if the student is to use the handbook successfully. Although every attempt was made to provide step-by-step instructions for students to follow, a glich can occur at any point in the process. Not all Apple IIe computers are exactly the same. A student may press the wrong key and

move to a different level in the *AppleWorks* program. There are any number of situations that could require instructor intervention. It is highly recommended that instructors who attempt to use this handbook with students be computer literate themselves.

The writing exercises used in this handbook are classified as language experience because each one deals with an aspect of the student's actual life experience. The directions are purposely vague with regard to the length of each writing assignment in order to accommodate a spectrum of student skill levels. For some students, two or three sentences may require supreme effort, while other students are able to produce page after page of prose with little or no trouble. The handbook also gives the student the option of sharing his/her work with the instructor. Because language experience is, by definition, directly related to a student's personal life, it may or may not be something s/he wants to share with a teacher. Obviously, the writing activities will be most effective if instructors and students work together, but there is no doubt that the exercises will benefit the student even without instructor intervention.

If there is one flaw that plagues all technology related literature, it is the speed at which it becomes outdated. This handbook is no exception. Although this project was developed to meet a specific need at the Adult Enrichment Center, it is hoped that it will prove useful to other adult education programs throughout Pennsylvania. The sharing of ideas and pooling of resources have always been essential aspects of adult education. With the understanding that technology related material becomes obsolete almost as soon as it is written, comes the recognition that we must start somewhere. This handbook is one attempt to give adult education students the computer literacy skills they need to enter the 1990s.

STUDENT INTRODUCTION

The purpose of this handbook is to help you learn to write using a computer. A computer is a very complicated machine. As you go through the lessons in this handbook, there will be many times when you might have questions or feel uncertain about what you should do. There are two important things to remember:

1. You can **always** ask your teacher questions. This handbook was not made for students to use alone. It was made for students to use under the direction of a teacher. Don't be afraid to ask for help when you need it.

2. It isn't easy to break a computer. Pressing the wrong key or pushing a button by mistake will not hurt a computer. That doesn't mean you can treat the machine carelessly, but it does mean you don't need to be afraid to try the activities or experiment with some of the keys. That's how you learn. If the computer does something you don't understand, ask your teacher for help.

As you go through the lessons, there are two symbols you will see over and over. The hand symbol appears whenever you are to **do** something with the computer. When you see this symbol, you should follow the instructions in dark type that follow the hand. The hand symbol always signals an **action** rather than an explanation.

Another symbol you will see in many of the lessons is Miss Daisy, our imaginary computer expert. Miss Daisy shows up to remind you of important facts or give you important instructions. Be sure to read the information that appears next to the Miss Daisy symbol.

Look for my picture as you complete the lessons in this handbook.

Each lesson is supposed to be completed in one sitting. If you need to stop working in the middle of a lesson, ask your teacher to help you. Sometimes you will be able to save

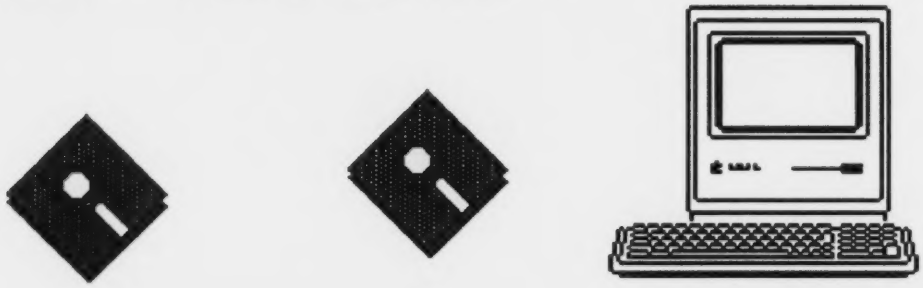
your writing activities and pick up where you left off the next time. Other times you may need to start at the beginning of a lesson again. If you don't have at least an hour to work on the computer, it is probably best not to start a new lesson.

Learning to use a computer can be very frustrating, especially if you try to learn too much too fast. The lessons in this handbook are in order. Lesson three builds upon lesson two which builds upon lesson one, etc. You can repeat a lesson as many times as you want, but you should not jump ahead and try do the lessons out of order. That could become very confusing. Take your time going through each lesson. If you rush through the handbook, you won't remember what you learn.

The writing activities in each lesson give you a chance to practice the computer skills you learn. The more time you spend writing, the more practice you get and the faster you will learn to use the computer. The writing activities are all about **you**. A famous American writer, Henry David Thoreau once said, "I would not write about myself so much were there anyone else I knew so well." Like Mr. Thoreau, there is no one you know more about than yourself. Take your time and enjoy the writing activities in the handbook. It is up to you whether you want to share your writing with your teacher or anyone else. You are in charge of everything you write.

Computers are fun machines. They are also extremely useful. This handbook will teach you some things about how to use a computer. Even after you finish this handbook, there is much more to learn. It isn't possible to learn everything about computers in one book. The important thing is for you to try and have fun *while* you're learning.

WHAT IS A COMPUTER???



A **computer** is a machine that can help you work with information. It is a typewriter, a calculator, and a filing cabinet all rolled into one. Since it's a machine, a computer can *only* do what you tell it to do.

The hardest thing about working with a computer is learning to send it messages a machine can understand. When you want to make toast in the morning, you "tell" the toaster to get hot by pushing a lever down. When you want your computer to do something, you must push the correct key(s) on your **keyboard**.

There are many different kinds of computers. In this handbook, you will receive instructions for working with an **Apple IIe** computer. **Apple** is the name of the company which makes the computer. IIe is the name of one type of computer the Apple company makes.

Many companies make computers. Unfortunately, each company makes its computers different from other computers. The messages you learn in this handbook to communicate with an Apple IIe computer will probably not work with other kinds of computers. But, once you learn to work with one computer, it is much easier to learn to work with others.

All computers have similar parts. The part of the computer that looks like a television is called a **monitor**. The monitor lets you see the information you are working with on the computer. The monitor is usually located above or behind the keyboard.

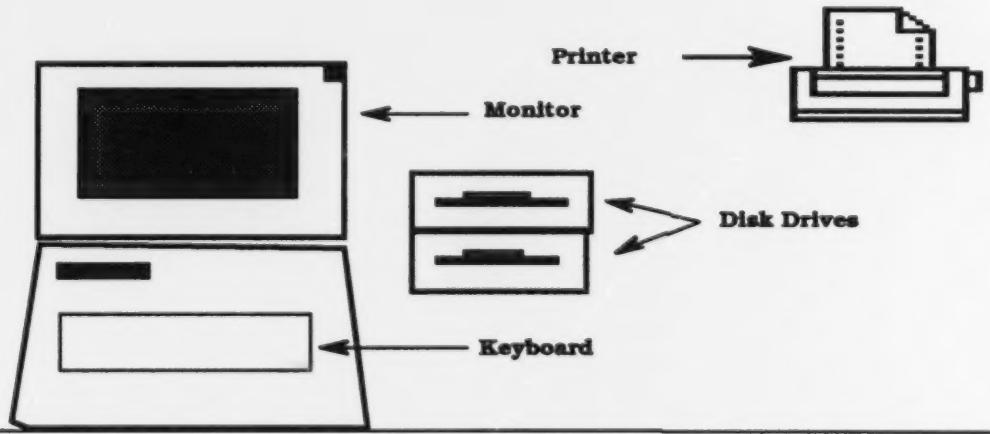
The "brain" of the computer is located in the **central processing unit** which is usually called the **CPU**. In the Apple IIe, the CPU is located inside the plastic frame behind the keyboard.

A computer **disk** stores information. There are many different kinds of computer disks. Some disks are 5 1/2-inches, and others are 3 1/2 inches. The size of the disk depends upon the **disk drive** you have. The disk drive is the part of the computer which reads the information that has been stored on the disk.

It is very important to take care of computer disks. If a disk gets too hot or too cold it will stop working. There are other things which will make a disk stop working, too. Here are some rules to remember when working with computer disks:

1. **Do not touch the inside or record part of the disk.**
2. **Do not bend or fold a disk.**
3. **Never use rubber bands or paper clips on disks.**
4. **Keep disks away from metal, magnets, televisions, telephones or large motors.**
5. **Always handle disks gently.**
6. **Keep disks in their protective envelopes when they're not in use.**
7. **Keep disks in a dry area away from hot or cold temperatures.**

A **printer** is a machine which is attached to the computer. The printer puts information from the computer on paper.



VOCABULARY PRACTICE

Activity A: Match the word to its meaning.

computer	central processing unit	monitor	disk
printer	disk drive	keyboard	Apple IIe

_____ 1. The "brains" of the computer.

_____ 2. The part of the computer that "reads" information on the disk.

_____ 3. A type of computer made by the Apple company.

_____ 4. The part of the computer that looks like a television.

_____ 5. A machine that can help you work with information.

_____ 6. A plastic, record-like square that stores information.

_____ 7. Keys on a board which is attached to a computer.

_____ 8. A machine for putting information on paper.

COMPUTER ACTIVITY

Activity B: Turning the computer on and off.

Now that you understand the parts of the computer, you are ready to learn how to turn it on and off. Follow these instructions one step at a time. If you have any questions, ask your teacher for help.

1. Hold the disk with the label face up and toward you. Put the disk marked *Startup* into the disk drive and close the door or latch. Make sure the disk is all the way inside the disk drive.

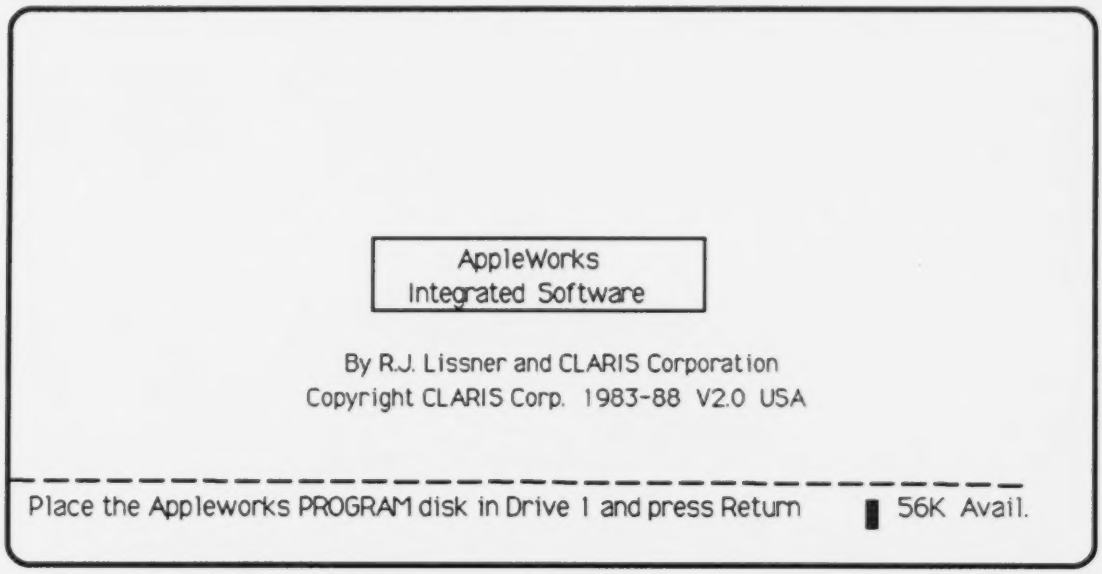
2. Turn on the monitor. The switch is usually in the front or back of the monitor, but sometimes it is on the side.

3. Turn on the CPU. The switch is usually on the back left hand side of the machine.

The disk drive will make noise as it reads the disk. The red light on the disk drive tells you when the computer is reading or writing information.

•Do not open the disk drive when the red light is on. •

After you have completed the first three steps, the computer screen should look like this:

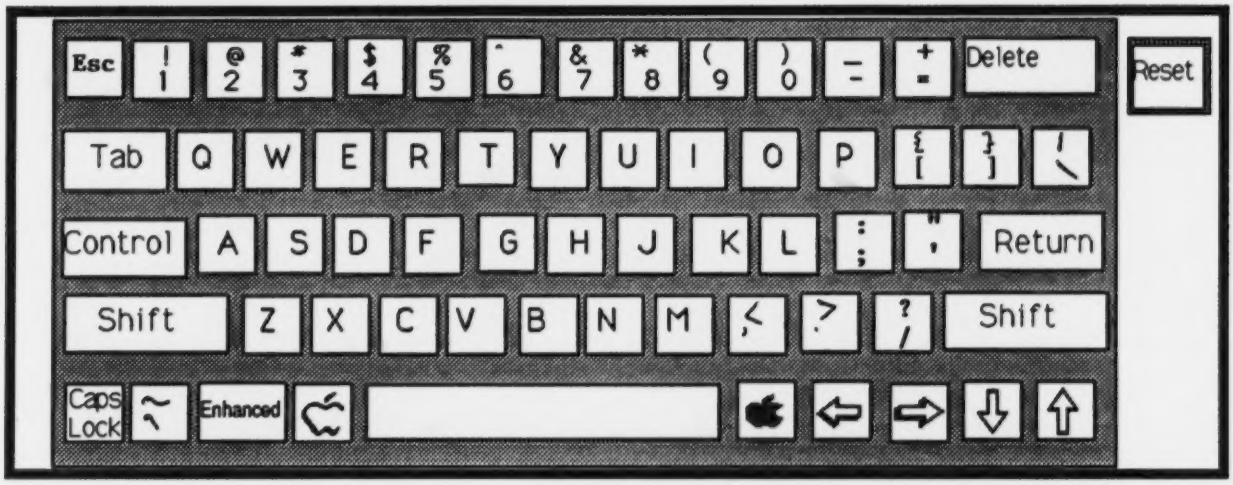

AppleWorks
Integrated Software
By R.J. Lissner and CLARIS Corporation
Copyright CLARIS Corp. 1983-88 V2.0 USA
Place the Appleworks PROGRAM disk in Drive 1 and press Return
56K Avail.

If the screen does not look like this picture, turn off both the monitor and the CPU and repeat steps 1-3. If you complete steps 1-3 a second time and the monitor still does not look like this picture, ask your teacher for help.

After you have mastered steps 1-3, you are ready to end lesson 1.

Turn off the monitor.
Turn off the CPU.
Remove the *Startup* disk from the disk drive and return it to its envelope.

THE KEYBOARD

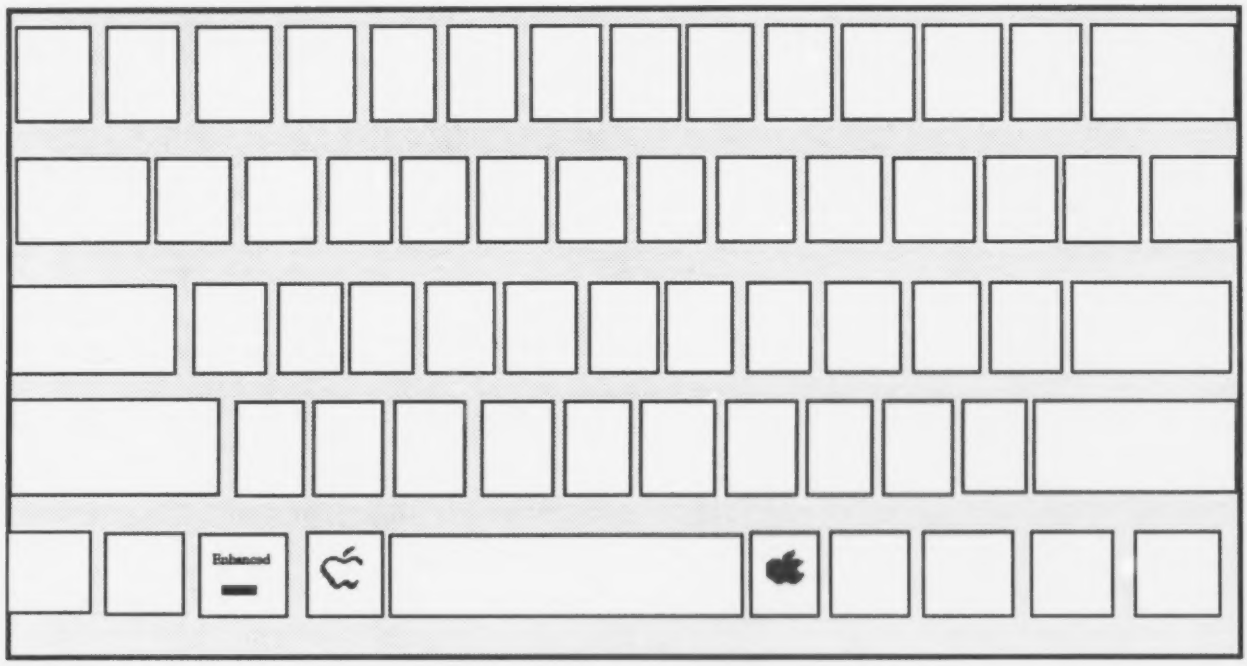


The small squares on the keyboard are called **keys**. Letter and number keys are located in the same place on most typewriters and computers. **Function keys** are special keys that tell the computer to do certain things. Some of the keys you need to know are:

1. **Space bar** - a long key at the bottom of the keyboard which is used to put a space between words or symbols.
2. **Caps lock** - when you push this key down, it makes all the letters uppercase.
3. **Shift keys** - are used to make uppercase letters, the symbols above the numbers, and certain other symbols on the keyboard.
4. **Control key** - this key is used at the same time as other keys to make the computer do special things such as underline words.
5. **Tab key** - is used to help you indent paragraphs.
6. **Escape (ESC) key** - lets you to move to different activities on the computer.
7. **Delete key** - you will use the delete key to erase mistakes or make changes.
8. **Return key** - This key is very important when working with a computer. It is used to tell the computer to "enter" information or to move written work to the next line.
9. **Arrow keys** - The arrow keys allow you to move around the paper you are working on.
10. **Open-Apple key** - When this key is pushed at the same time as other keys, it can make the computer do special things such as help you remember which keys to push.

You will learn much more about these keys as you begin to work with the computer. Right now, it is only important for you to understand where these keys are on your keyboard, and a little bit about what they are supposed to do.

Activity A: Label each of the keys on the keyboard below. Look at the keyboard on the computer in front of you for help.



VOCABULARY PRACTICE

Activity B: Match the word with its meaning.

space bar	Caps lock	Shift keys	Control key
Tab key	Escape key	Delete key	Return key
Arrow keys	Open-Apple key		

_____ 1. You can use this key to erase mistakes or make changes.

_____ 2. When you push this key down, it makes all the letters uppercase.

_____ 3. These keys let you move around the paper you are working on.

_____ 4. A long key at the bottom of the keyboard which is used to put a space between words.

_____ 5. If you push this key at the same time as another key you can underline words.

_____ 6. This key tells the computer to "enter" information.

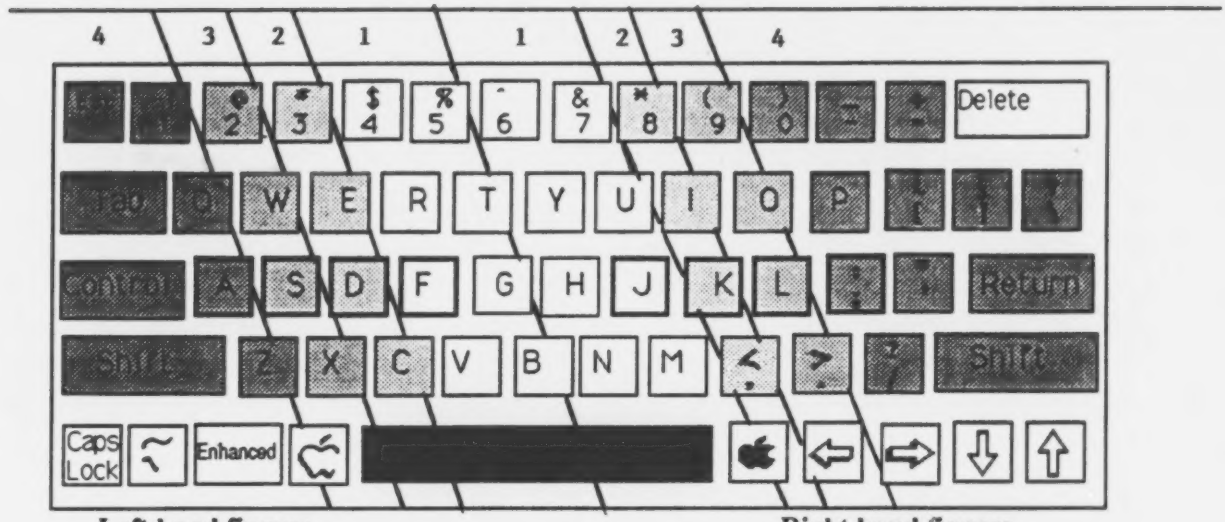
_____ 7. When you want to indent a paragraph, you might use this key.

_____ 8. If you push this key at the same time as another key you can ask the computer for help with your work.

_____ 9. You must use this key to make the symbols above the numbers.

_____ 10. This key will move you to different activities on the computer.

Score____/10



Learning to type takes a long time and a lot of practice. This lesson will show you the correct hand positions for typing, but it is not a typing course. It is up to you whether you want to try and type correctly during the writing exercises in this handbook. If you want to learn more about typing, your teacher can probably recommend a typing book for you to use.

Home keys are the keys your hands start on whenever you begin to type. The home keys for the left hand are **a s d f**, and the home keys for the right hand are **j k l ;**. Put your fingers on the keyboard in the home position. Some keyboards have a little bump on the key where the second finger goes in order to help you find home position without looking.

Curve your fingers and hold them lightly above the keys. Strike each key lightly with the tip of your finger. Do not hold the key down too long or the letter will repeat. Use the thumb of your right hand to strike the space bar.

At first, typing with all of your fingers feels very awkward. Don't worry if you make mistakes as you type. On a word processor, mistakes are very easy to fix.

COMPUTER ACTIVITY

Activity C: Typing Drill

Ask your teacher to open a new word processing document for you.

Now it is your turn to practice typing with your fingers in home position. Type the lines as shown. Use the Return key to move the cursor down to the next line. Don't worry about mistakes, this exercise is just for fun.

1. a s d f j k l ; aa ss dd ff jj kk ll ;; a ; s l d
2. ss j kk s ll ; jk ls dk f; ;s kk ls ff jj kk sl
3. jak all dad lass all ask ads a a jaj dal saad

4. lad lass as a kak dask skal laks jaks skad
5. s; ;; kd lkj f d kk ls kksl klsjal ddsls a; ;;a
6. ; a sl d kk al sl fj akk djj aljj as slla; slfjjk kd

7. a q a q s w s w d e d e f r f t f g f g f t f t f r f r
8. j h j h j y j y j u j u k i k i l o l o ; p ; p ; ' ; ' ;
9. d e a r s a lly d e a r sally jus t r u s t l a s t r e

10. j n j n j m j m k , k , l . l . ; / ; / l . l . k , k , j m
11. f b f b f v f v d c d c s x s x a z a z f v f v f d s x
12. h eld jade she had a very nice time today ask

Remember, you can't learn to type in one lesson. Don't feel frustrated if hitting the right keys with the right fingers seems impossible at first. The more you practice, the easier it will become.

This is a good time to experiment a little with the keyboard and learn more about some of the keys you read about earlier in this lesson.

☞ **Push the Caps lock down. Now type your name. All of the letters will be upper case. Push the Caps lock key again to release the lock.**

☞ **Hold the Shift key down while you press the first letter of your name. Let go of the Shift key and finish typing your first name.**

☞ **Hold the Shift key down and press the number 8.**

☞ **Press the Delete key. Did it erase some of your work? Hold it down a little longer. The Delete key erases the symbol(s) to the left of your cursor.**

☞ **Use the arrow keys to move your cursor around the document. Stop anywhere you want and type. Notice how the symbols always appear to the left of your cursor.**

Go ahead and continue experimenting with the keyboard. Since you have not yet learned about the Escape key, Control key or Open Apple key, it is best if you do not use these keys yet. You will learn more about them in later lessons.

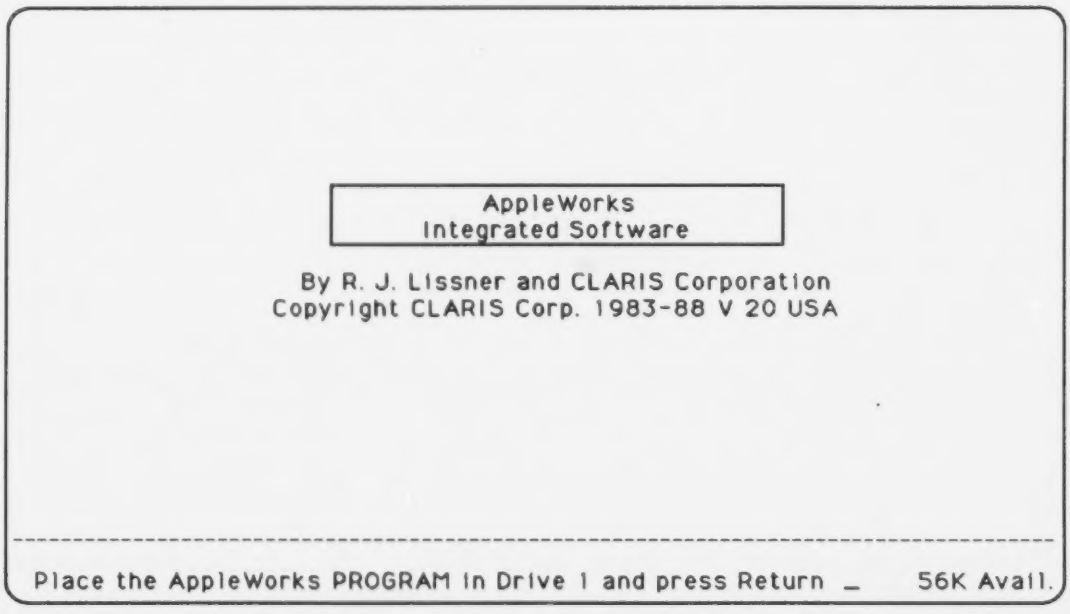
When you are finished typing, ask your teacher to help you turn off the computer.

THE MAIN MENU

COMPUTER ACTIVITY

Activity A: Reaching the Main Menu

Follow the start up procedures in Lesson 1 until your monitor looks like this:


AppleWorks
Integrated Software
By R. J. Lissner and CLARIS Corporation
Copyright CLARIS Corp. 1983-88 V 20 USA
Place the AppleWorks PROGRAM in Drive 1 and press Return _
56K Avail.

The blinking line in front of you is called a **cursor.** The cursor shows you the location where the **user** is working on the screen. The user is the person who is using the computer. Right now, you are the user.

The message at the bottom of the screen is called a **prompt**. A prompt is a written message on the monitor that tells you what you must do to continue working. The answer to a prompt is a **command** you give the computer. The command tells the computer you have

followed the instructions given in the prompt.

Every computer has many different **programs** for users to choose from. A program is like a schedule of planned activities that is stored on a computer disk. Some computer programs have games you can play. Other programs might help you learn math or spelling. In this handbook, we will be working with the *AppleWorks* program. The *AppleWorks* program was made to help users write things. As you learn to use this program, you will get lots of practice writing.

☞ **Take the *Startup* disk out of Drive 1 and put it in its envelope. Put the disk marked *AppleWorks Program* into Drive 1.** Don't forget to close the disk drive door.

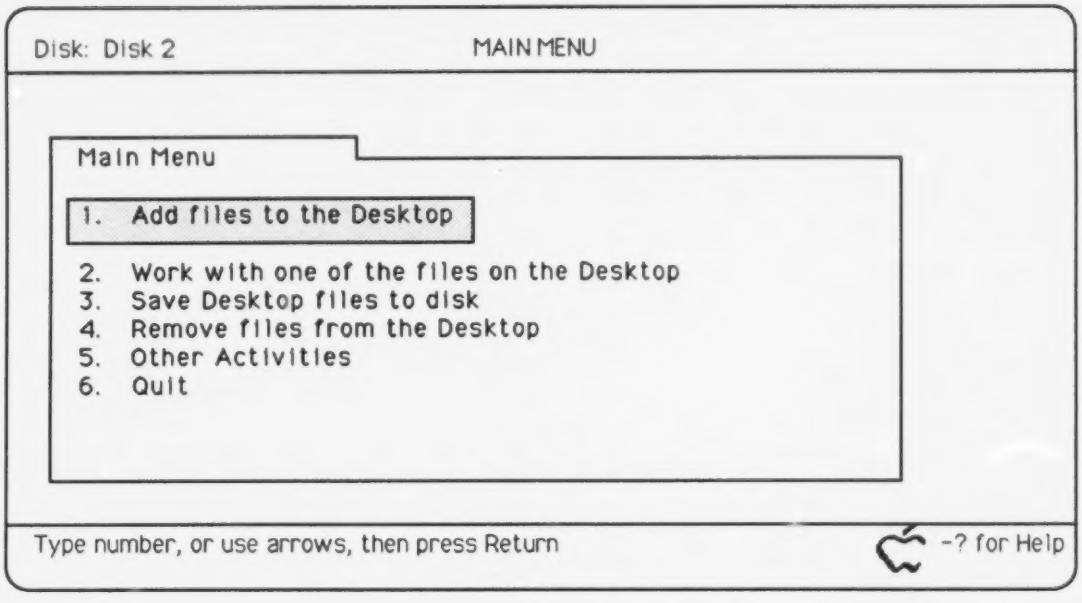
☞ **Press Return.** This command lets the computer know you have followed the instructions given in the prompt.

The monitor screen should look like this:

☞ **Type the date using numbers with slashes between them.**
The first number is the month, the second number is the day, and the third number is the year. For example, December 3, 1991 would look like this: 12/3/91. Notice that the date you type shows up to the left of the blinking square. If you make a mistake, press the Delete key to erase the wrong numbers.

Press Return.
This command tells the computer you have finished typing the date.

Your monitor screen should look like this:


Disk: Disk 2
MAIN MENU
Main Menu
1. Add files to the Desktop
2. Work with one of the files on the Desktop
3. Save Desktop files to disk
4. Remove files from the Desktop
5. Other Activities
6. Quit
Type number, or use arrows, then press Return
-? for Help

This is the main **menu** for the *AppleWorks* program. When you have dinner in a restaurant, the waiter or waitress gives you a menu so that you can read the food choices that are available to you. This menu lists the choices you can make in the *AppleWorks* program. You can use the arrow keys to highlight your choice, or you can type the number of your choice.

A **file** is a collection of information stored together. It might help to picture it as a file folder. If you use the computer to write a letter to your mother, you might name that file *Mother*. Each time you do a writing project on the computer, you will be asked to give that file a name so that the computer can find it for you later. If you don't have time to finish your letter to your mother, you can save the file on a disk and finish working on it later.

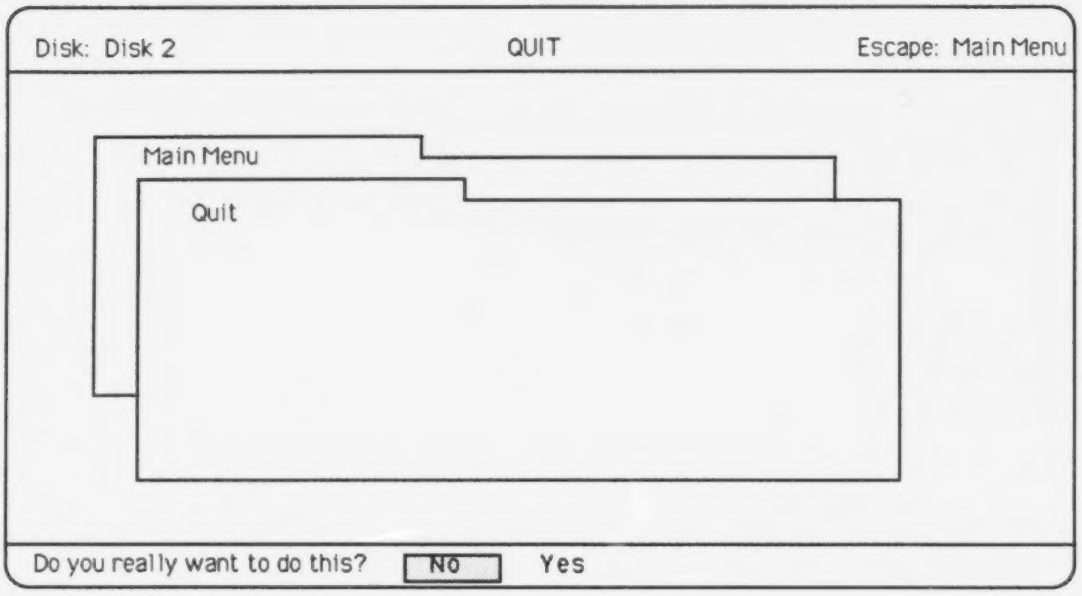
The **Desktop** is the main memory of the computer. When you start the computer, the Desktop is empty because you have not yet started working. Everything you work with until you turn the computer off will be on the Desktop.

In the next lesson, you will learn how to make new **word processing** documents. Word processing is another name for computer writing.

☞ **Use the arrows to select number 6 - *Quit* from the Main Menu.**

☞ **Press Return.**

The monitor screen should look like this:



The prompt is asking if you really want to do this or if you made this choice by accident.

☞ **Use the arrow keys to highlight *Yes*.** You can also make a choice by typing "Y" for Yes or "N" for No.

☞ **Press Return.** This command tells the computer you have finished making your choice.

☞ **When the red light on the disk drive goes out, remove the *AppleWorks Program* disk from the disk drive and put it in its envelope.**

☞ **Turn off the computer.** Remember to turn off both the CPU and the monitor.

WRITING ACTIVITY

Activity B: More and more, computers are part of our everyday lives. Our feelings about computers can make it easier or harder for us to work with them. Sometimes we aren't sure how we feel about computers.

Ask your teacher to open a new word processing document for you.

Complete the following sentences. Then, if you want, share your answers with your teacher. There are no right or wrong answers.

1. When I see someone working at a computer, I think.....

2. I want to learn to use a computer because.....

3. When I sit down to use a computer, I feel.....

4. Some people say computers are.....

5. The thing that scares me most about working with a computer is.....

6. The thing I like best about computers is.....

7. I wish a computer could.....

Even if you decide not to share your answers with your teacher, take a moment to think about them. How do you feel about learning to use a computer? Excited? Nervous? Afraid? Bored? You can't change how you feel, but you can be aware of your feelings and that will make learning easier for you.

Ask your teacher to print Activity B for you. This is a good time to ask him/her any questions you might have about the first three lessons.

Ask your teacher to turn off the computer when you are finished.

ADDING FILES TO THE DESKTOP

VOCABULARY PRACTICE

Activity A: Match the word to its meaning.

cursor	user	prompt	command	program
menu	file	Desktop	word processing	

_____ 1. A written message on the monitor that tells you what to do.

_____ 2. The main memory of the computer.

_____ 3. A schedule of planned activities stored on a computer disk.

_____ 4. A listing of choices within a program.

_____ 5. Another name for computer writing.

_____ 6. The blinking square that tells you where you are working on the monitor screen.

_____ 7. A collection of information stored together.

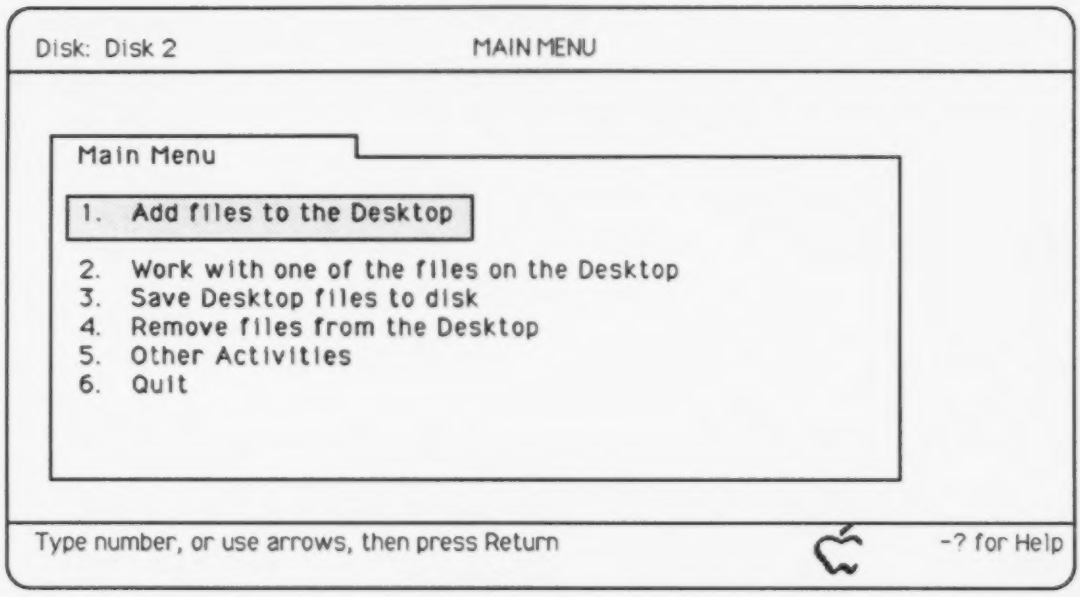
_____ 8. The person who is using the computer.

_____ 9. An action that tells the computer that you have done, or want to do, something.

COMPUTER ACTIVITY

Activity B:

Follow the start up steps which you learned in lessons 1-3 until the monitor screen looks like this:

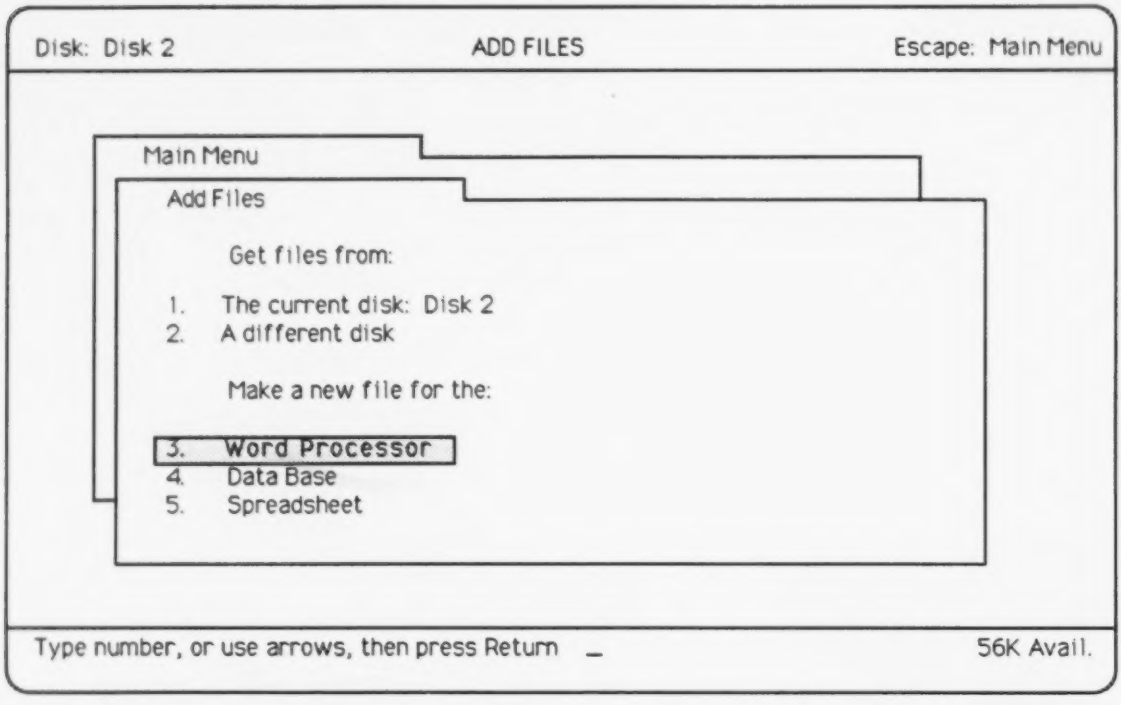

Disk: Disk 2
MAIN MENU
Main Menu
1. Add files to the Desktop
2. Work with one of the files on the Desktop
3. Save Desktop files to disk
4. Remove files from the Desktop
5. Other Activities
6. Quit
Type number, or use arrows, then press Return
-? for Help

Make sure choice number one is highlighted - *Add files to the Desktop*. If it is not highlighted, use your arrow keys to highlight it now.

By highlighting this choice, you are telling the computer that you want to bring information to your Desktop. Remember, the Desktop is the main memory of the computer. It might help to think of it as a real desk top where you put papers you are working on. When you *Add files to the Desktop*, you are, in a sense, putting papers on your desk so you can work on them. If you decide to write a letter to a friend, the first thing you would do is sit down at your desk and take a paper and pencil out of one of the drawers. Choice number 1 tells the computer that you are ready to bring information onto the Desktop.

Press Return.

The monitor screen should look like this:



Before the computer can put information on the Desktop, it has to know *where* the information is. The Add Files menu gives you five choices. The first two choices (1 and 2) let you continue with work you started earlier. You will learn more about these choices in a later lesson.

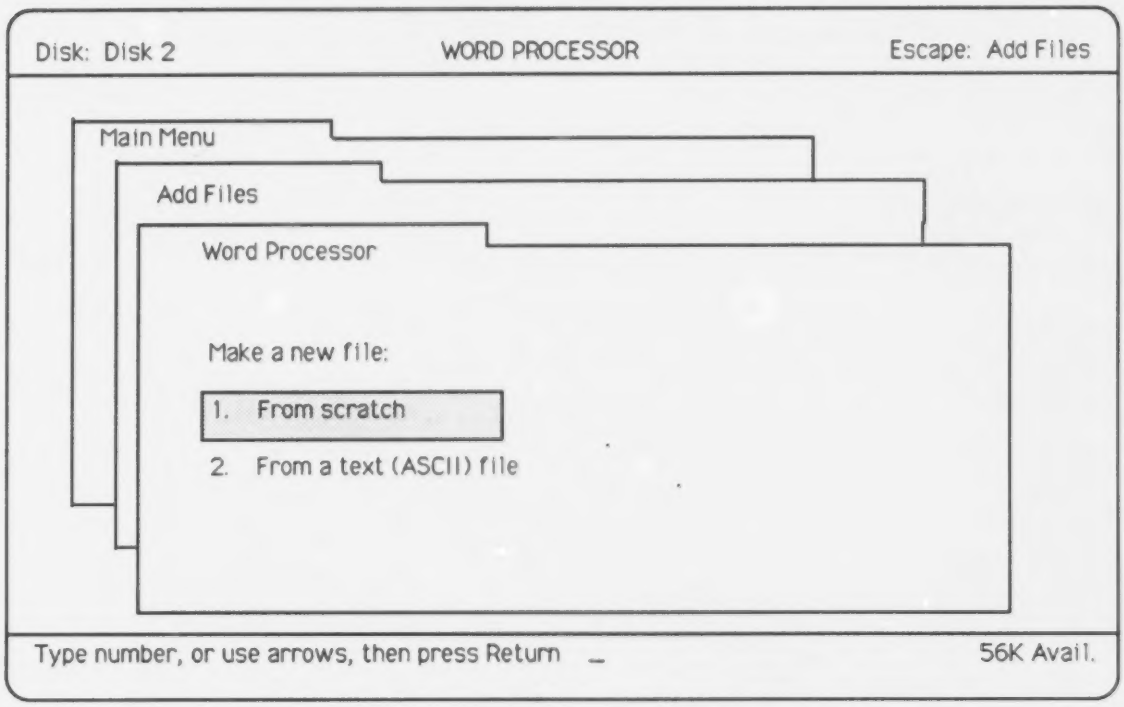
Choices 3, 4 and 5 are for beginning new work. Since this is a word processing handbook, choice number 3 is the one you will be working with in this handbook. The **Word processor** is the part of the *AppleWorks* program used for any type of writing.

The **Data Base** is another part of the program that is used for storing lists of information. Your school might use a data base to keep track of all the students who attend. A dentist might use a data base to list all of his or her patients. The **Spreadsheet** is the part of the *AppleWorks* program used for calculating and recalculating. You could use a spreadsheet to plan a family budget. A business might use a spreadsheet to keep track of expenses.

Use the arrows to highlight choice number 3 - *Word Processor.*

Press Return.

Your monitor screen should look like this:



The two choices on the monitor screen are asking if you want to make a new document from scratch or if you want to make a file on *AppleWorks* from a file that was made on a different kind of program. Since we are only using Appleworks in this handbook, you will always choose choice number 1 - *From scratch.*

Use arrows to highlight choice number 1 - *From Scratch.*

Press Return.

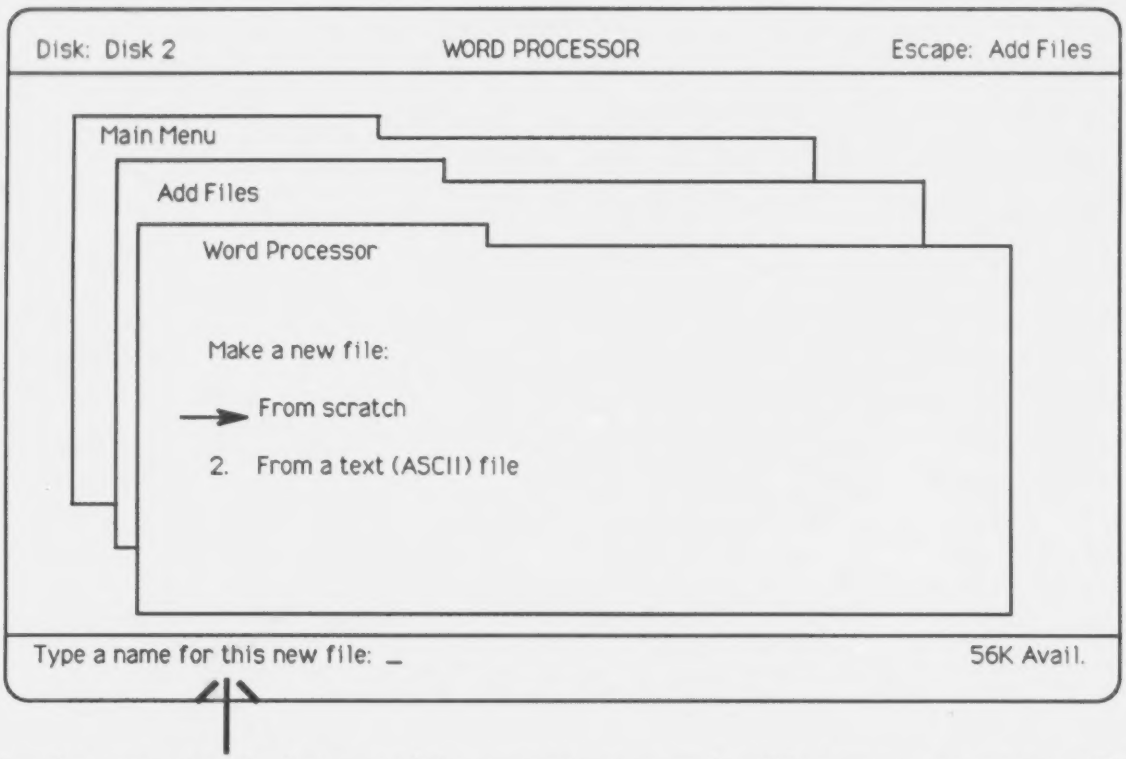
Every piece of work, or **file**, needs a name so that both you and the computer can recognize it later. If you choose a name that describes the work you are doing, it will be easier to remember what was in the file later. For example, you might name a letter to your Aunt Sally - *Aunt Sally.* If you write a story about your vacation in New York you might name it *Vacation*, or perhaps, *New York.* Choose a name which will help you remember the kind of information stored on your disk.

Here are a few rules to remember when choosing a name for an *AppleWorks* file.

Rules for *AppleWorks* File Names

1. **A name cannot have more than 15 letters, numbers, spaces or periods.**
2. **File names must begin with a letter.**
3. **Letters can be both uppercase and lowercase.**
4. **File names cannot contain hyphens (-), slashes (/), or special symbols.**

Your computer screen should now look like this:



Notice the prompt at the bottom of the computer screen is asking you to type a new file name. Let's see what happens if we **don't** follow the *AppleWorks* Rules.

Type: *My Vacation in Canada.*
Is the computer beeping at you? Is it refusing to let you type the word *Canada*? You're having trouble because this name has too many letters. A file name can only contain 15 characters including spaces and periods.

Use the Delete key to erase - *My Vacation in*

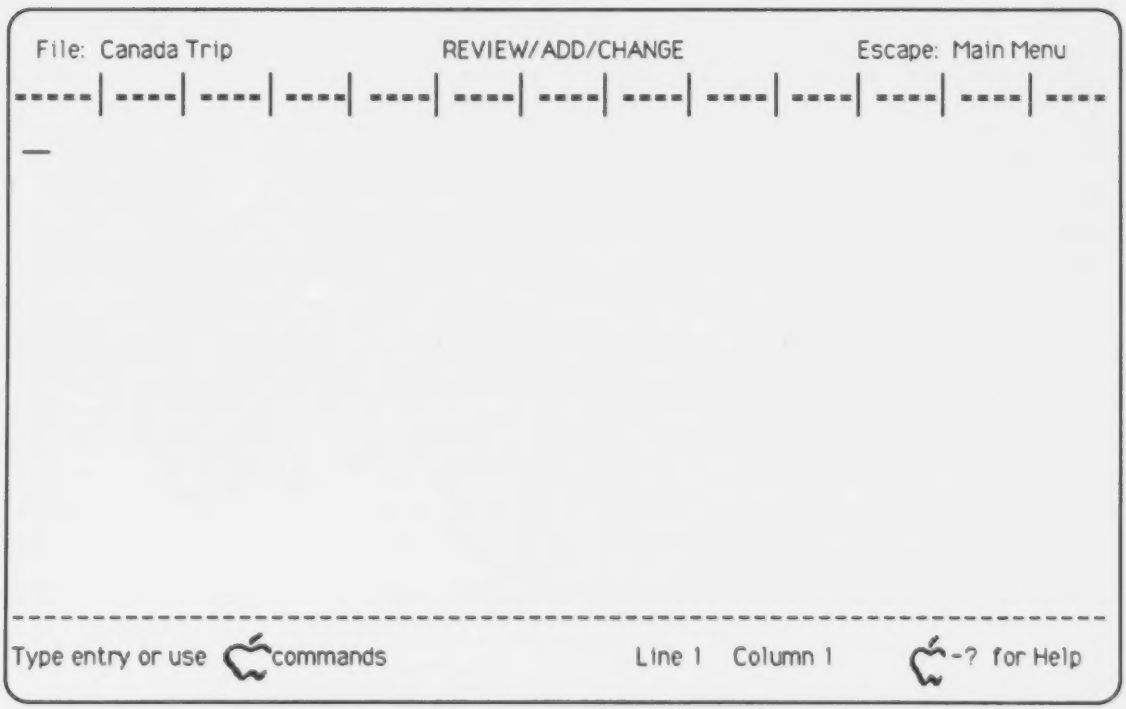
Type: *Vacation / Canada.* Press Return. Is the computer beeping again? Did your file name disappear? That's because AppleWorks won't accept a slash in the file name.

When the computer beeps, it is telling you it can't understand the command you have given it. Most of the time, all you need to do is find a different way of telling it the same thing.

Type: *Canada Trip*

Press Return.

Your computer screen should look like this:



The upper left hand corner of the screen tells you the name of the file you are working on. In this case the name is ***Canada Trip.***

REVIEW/ ADD/ CHANGE is the name of the screen you are looking at. This screen allows you to review information you have written before, add new information to the computer, or make changes to your work. This is the screen you will use most often when working in this handbook.

The information in the upper right hand corner of your screen- ***Escape: Main Menu***- tells you what will happen if you strike the escape key on your keyboard.

Press Escape (the Esc key is located in the upper left hand corner of your keyboard).

You are now back at the Main Menu screen. Notice the upper right hand corner of this screen- ***Escape: Canada Trip***. This means the Escape key will take you back to the Canada Trip document.

Press Escape.

You have again returned to the *Review /Add / Change* screen. In the *AppleWorks* program, the Escape key will always take you back one level in the program. Before striking the Escape key, always look in the right hand corner to see which level you will move to. Now, let's go back to the *Main Menu*.

Press Escape.

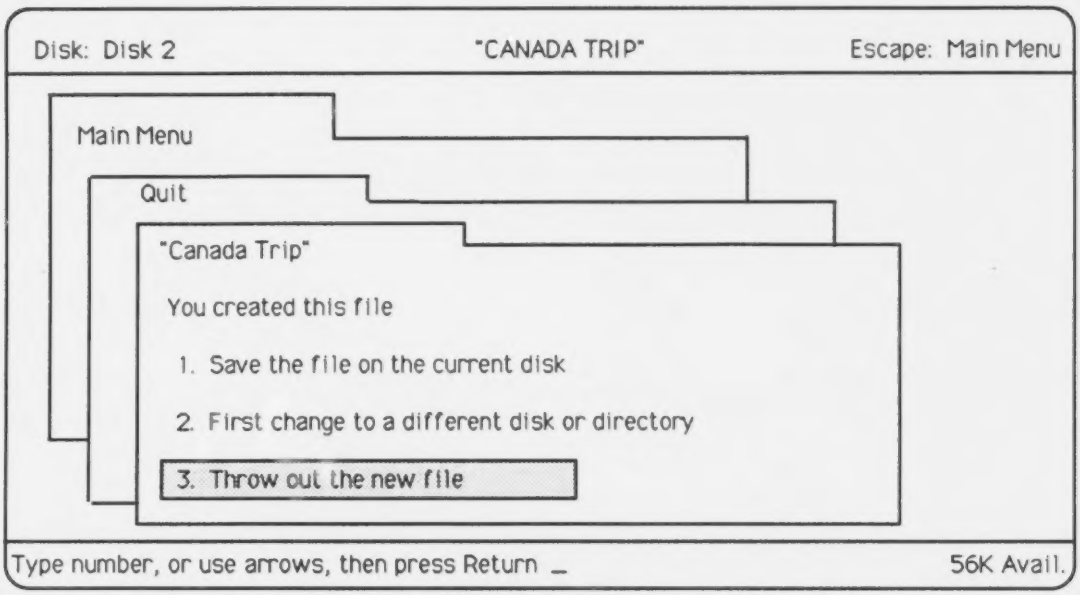
Since this is the end of this computer exercise, you will tell the computer you are ready to Quit.

Use the arrows to highlight choice number 6 - *Quit.* Press Return.

This screen protects you from quitting your work by accident. If you press the Return or Escape key at this point, you will return to the Main Menu once again. Since you don't want to do that, you will need to highlight the word *Yes*.

Use the arrows to highlight the word *Yes* in the prompt. Press Return.

Your computer screen should look like this:


Disk: Disk 2
"CANADA TRIP"
Escape: Main Menu
Main Menu
Quit
"Canada Trip"
You created this file
1. Save the file on the current disk
2. First change to a different disk or directory
3. Throw out the new file
Type number, or use arrows, then press Return _
56K Avail.

Since the file *Canada Trip* is a practice file with no information in it, there is no reason to ask the computer to save it. If you have a piece of paper you don't want, you throw it away. That's what you do with a file you don't want, too.

Highlight choice number 3 - *Throw out the new file.* Press Return.

To keep you from throwing a file out by accident, the *AppleWorks* program asks you if you really want to do this.

Highlight *Yes* and press Return.

Remove the *Program* disk from Drive 1.

Turn off both the CPU and the monitor.

In this lesson you have learned how to get to the main word processing screen called *ADD/ REVIEW / CHANGE*. In the next lesson, you will review all the steps you have learned in the first four lessons.

BEGINNING WORD PROCESSING

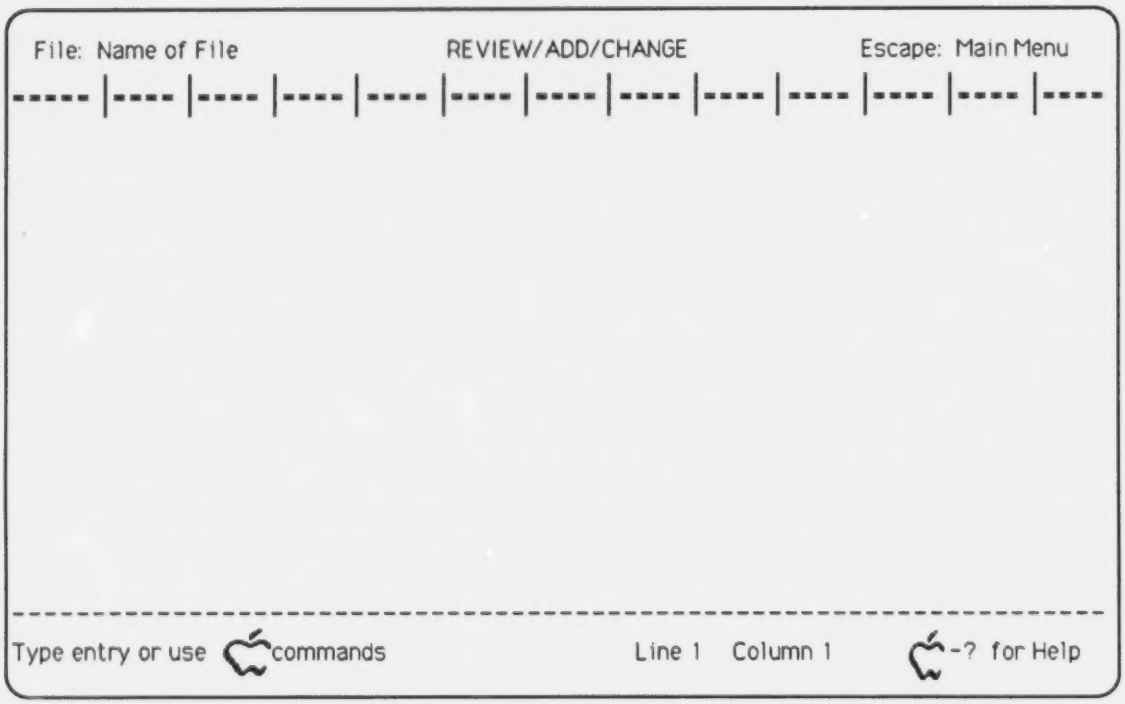
In the first four lessons you learned the steps you need to start writing things on the computer. Below is a summary of those steps in order. After each step you will find in parentheses the number of the lesson where you can find more information about this step. If you have questions or do not understand the directions, review the earlier lesson or ask your teacher for help. Before you begin, there are a few things to remember:

1. **Don't open the disk drive when the red light is on!**
2. **Keep computer disks away from metal and heat!**
3. **Always put disks you aren't using back in the protective envelope.**

Read each step carefully, and then do what it says. When you come to step number ten, name your file *Pen Pal* .

1. **Put the disk marked *Startup* into disk drive 1 and close the door or latch. (1)**
2. **Turn on the monitor. (1)**
3. **Turn on the CPU. (1)**
4. **Remove the *Startup* disk from drive 1. (3)**
5. **Put the disk marked *AppleWorks Program* into Drive 1. Press Return. (3)**
6. **Type the date using numbers with slashes between them. Press Return. (3)**
7. **Use arrows to highlight *Add files to the Desktop.* Press Return. (4)**
8. **Use arrows to highlight *Word processor.* Press Return. (4)**
9. **Highlight *From scratch.* Press Return. (4)**
10. **Name your file. Press Return. (4)**

Your monitor screen should look like this:



WRITING ACTIVITY

Activity A: The screen in front of you is like a blank piece of paper. In this activity you are going to have a chance to write about a very interesting subject--- a subject you know more about than anyone else. The subject is YOU!

Imagine you have just received a letter in the mail from a person in Australia who wants to be your pen pal. Since your pen pal doesn't know anything about you, you will have to send him/her a little information about yourself.

Complete the following sentences about yourself. Don't worry about spelling, punctuation or grammar right now.

1. **My name is _____.**

2. **I have _____ hair and _____ eyes.**

3. **I am _____ years old.**

4. **I live in the city of _____.**

5. **I was born in _____.**

6. **The members of my family are_____.**

When you finish your sentences, ask your teacher to print them for you. This is a good time to ask him/her any questions you might have.

DO NOT TURN OFF YOUR COMPUTER YET!

COMPUTER ACTIVITY

Activity B: After you have finished writing something on the computer, you might want to save it so that you can make changes to it later. This activity will teach you how to save files on a floppy disk so that you can work with them later.

Before you can transfer the information on the screen to a floppy disk, you must **initialize** or **format** the disk so that the computer can read it. When disks come from the factory, they are blank. The process of formatting or initializing a disk makes tracks that the information can be recorded on. You might think of it as similar to a plastic record where sound is recorded.

☞ **Ask your teacher for a blank data disk and have him/her help you label it.**

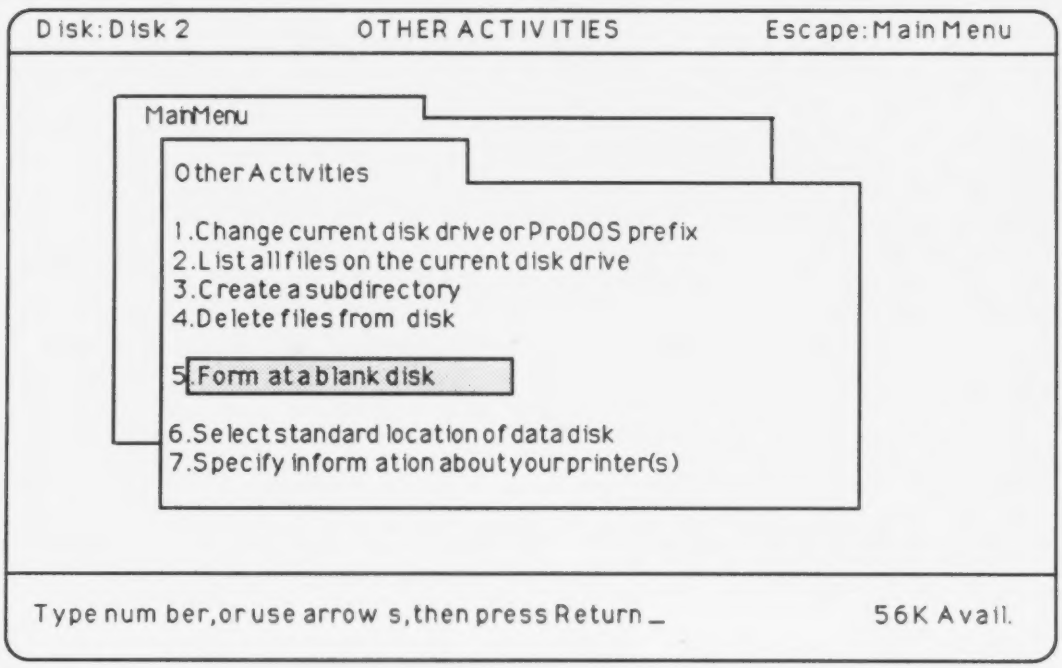
Insert your data disk in Drive 2.
Be sure to close the door or latch completely.

Press Escape.
You should now be looking at the *Main Menu* screen.

Use your arrows to highlight choice number 5 - *Other Activities*.
Press Return.
You are looking at the *Other Activities* menu. This menu gives you a choice of many different activities. Choice number five - *Format a blank disk* is the the one you want.

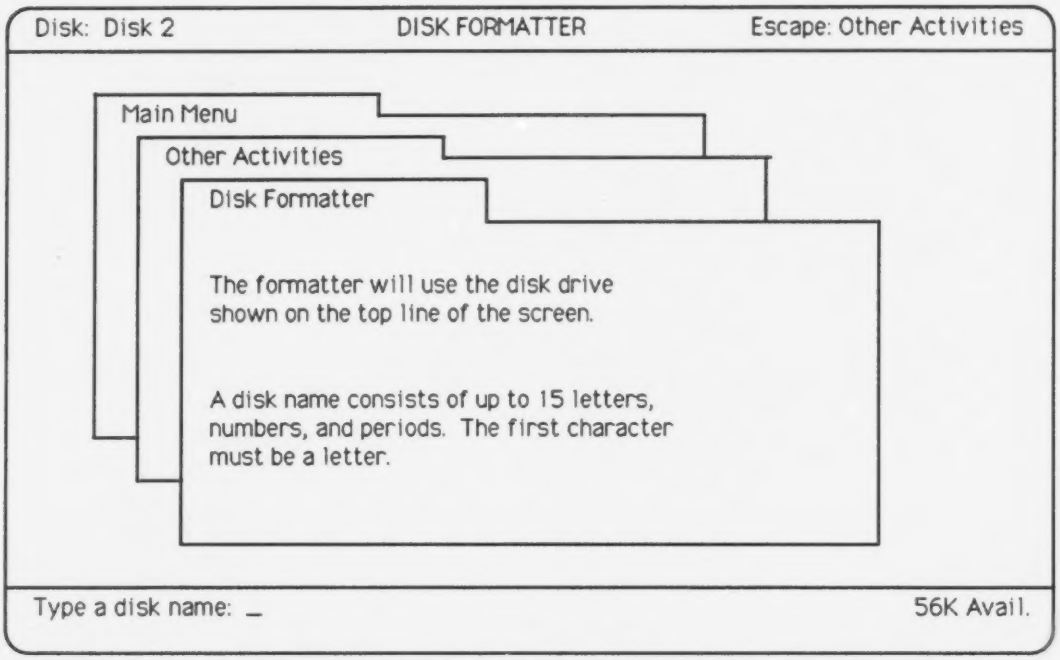
Use your arrows to highlight choice number 5 - *Format a blank disk.*

Your computer screen should look like this:


Disk: Disk 2
OTHER ACTIVITIES
Escape: Main Menu
Main Menu
Other Activities
1. Change current disk drive or ProDOS prefix
2. List all files on the current disk drive
3. Create a subdirectory
4. Delete files from disk
5. Form at a blank disk
6. Select standard location of data disk
7. Specify information about your printer(s)
Type number, or use arrows, then press Return _
56K Avail.

Press Return.

Your computer screen should look like this:


Disk: Disk 2
DISK FORMATTER
Escape: Other Activities
Main Menu
Other Activities
Disk Formatter
The formatter will use the disk drive shown on the top line of the screen.
A disk name consists of up to 15 letters, numbers, and periods. The first character must be a letter.
Type a disk name: _
56K Avail.

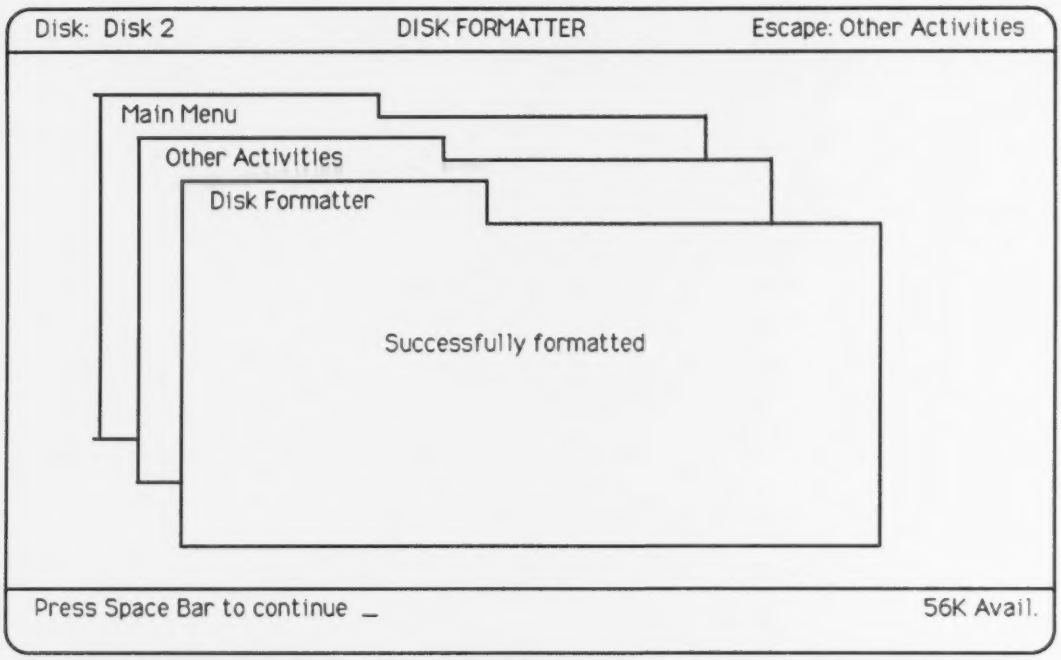
The easiest way to remember your disk name is to give it your own name. If you are sharing a disk with other students, you might want to name it *Handbook* or *Student Disk.*

Make sure the upper left hand corner of your screen says, *Disk: Disk 2.* If it doesn't say this, ask your teacher for help.

Type a disk name. Press Return.
The disk you want to format should be in Drive 2 now.

Press the Space Bar.
The computer will make some noise as it formats the disk.

After the disk is formatted correctly, the screen will look like this:



If your disk does not format correctly, ask your teacher for help. There are many reasons why you could have trouble formatting a new disk. Most of the time the problem is with the disk itself. As you know, disks are *very sensitive*.

Now that the disk is ready to take information, we must go back to the information we want to have stored.

Press the Escape key several times until you return to the *REVIEW / ADD / CHANGE* screen where you wrote information for your imaginary pen pal.

Hold down the open apple key located just to the left of the space bar and press the letter "S" at the same time.
This is the command you use to tell the computer to save information on your disk. You will see a message on the screen which says, *Carefully saving this file*. This tells you the information is being transferred to the disk.

Now that the information has been stored on your disk, it is safe to quit the *AppleWorks* program.

Press the Escape key until you return to the *Main Menu* screen.

Use your arrows to highlight choice number 6- *Quit.* Press Return.

Use your arrows to highlight the word *Yes.* Press Return.

Remove the Program disk from Drive 1 and the data disk from Drive 2.

Turn off the monitor and the CPU.

CHECK-UP

Activity C: Choose the word which best completes the sentence.

1. Before you can put information on a blank disk, you must _____ it.

   a. program **b.** format **c.** erase **d.** delete

2. The ⌘ -S command tells the computer that you want to_____ information.

   a. create **b.** delete **c.** print **d.** save

3. The _____ key takes you back one level in the *AppleWorks* program.

   a. Escape **b.** Return **c.** Open Apple **d.** Shift

THE SENTENCE

A **sentence** is a group of words that expresses a complete thought. Sentences are the building blocks of writing. If you build a composition with weak sentences, it could be difficult for your reader to understand.

Every sentence must have a **subject** and a **verb**. The subject of a sentence tells who or what the sentence is about. The verb tells what the subject is or does. A good sentence doesn't have to be long or complicated, but it must have both its parts. If you take the tomatoes out of a bowl of chili, it isn't chili any more; it's bean soup. If you take the subject or verb out of a sentence, it isn't a sentence any more; it's a **fragment**.

Activity A: Type sentences 1-5 below adding subjects or verbs as needed.

Example: _____ drove a spaceship to the moon.

Miss Munster drove a spaceship to the moon.
(Subject)

Follow the start-up procedures in lesson 5 for creating a new word processing document. You might want to name this file *Sentence*. When you have done this, you should be looking at the *REVIEW/ ADD/ CHANGE* screen.

1. _____ doesn't like spiders.

2. Tony _____ two hot dogs, three snow cones and five pieces of pie.

3. Who _____ the man over there?

4. My _____ told me a secret about her sister.

5. Don't _____ the television or I'll be angry.

When you're finished writing, your computer screen should look similar to this:

```
File: Sentence          REVIEW/ ADD / CHANGE          Escape: Main Menu
=====|====|====|====|====|====|====|====|====|====|====|===

 1. _____ doesn't like spiders.
 2. Tony _____ two hot dogs, three snow cones, and five pieces of pie.
 3. Who _____ the man over there?
 4. My _____ told me a secret about her sister.
 5. Don't _____ the television or I'll be angry.

---------- ----------------------------------------

Type entry or use  commands   Line 6 Column 14    - ? for Help
```

Don't worry if your screen doesn't look exactly like this. In fact, in the next activity, you'll learn some ways to make changes to the things you write on the computer.

Don't turn off your computer yet!

COMPUTER ACTIVITY

Activity B: Moving Around a Document

The arrow keys not only move your cursor around a blank screen, they also move it around a document so that you can make changes or corrections any time you want to.

Press the Up Arrow key until you reach the beginning of your document. Notice that the bottom of your screen says *Line 1*. As you move around your document, the computer will tell you which line you are working on.

Hold down the ⌘ key and press the Left Arrow key until you reach the beginning of the document.

The ⌘ key changes the action of other keys. Did you notice how the cursor jumped from word to word? When you hold down the key and press the Left Arrow key, it makes the cursor jump to the beginning of the next word. The same thing happens when you hold down the ⌘ key and press the Right Arrow.

When you hold down the ⌘ key and press the Up or Down Arrow, the cursor will move to the top or bottom of the screen. Let's try it.

Hold down the ⌘ key and press the Down Arrow.
The cursor jumps to the last line of your document.

Hold down the ⌘ key and press the Up Arrow.
The cursor should be back at the first line.

When you have a document that is several pages long, the ⌘ key and the Up or Down Arrow keys will let you move from screen to screen within a document.

Use your arrow key to go to the beginning of your document.
The first letter you typed on the page should be blinking with the cursor.

Press Return 3 times.

Use your arrows to return to the beginning of your document.

Press the Caps Lock key.

Type: *SENTENCEES WITH SUBJECTS AND VERBS.*
You have just given your work a title. But, wait! We spelled the word "sentences" wrong. Before you print your document, you must first go back and correct the spelling.

Use your arrows to move your cursor just to the right of the last E in the word "SENTENCEES".
The last "S" in the word *SENTENCEES* should be blinking with your cursor.

Press the Delete key.
Now the word *SENTENCES* is spelled correctly in the title.

Now that you are an expert at using your arrow keys to move around your document, you may want to correct any other mistakes you may have made. When you are satisfied with the way your document looks, you will want to save it on your data disk.

Insert your data disk in Drive 2.

Hold down the ⌘ key and press the S key.

Ask your teacher to print your document for you. This is a good time to ask him/her any questions you might have about this lesson.

Follow the procedures for quitting word processing (page 33), then turn off your computer.
Don't forget to put your disks back in their protective envelopes.

PRINTING A DOCUMENT

Any time you want, you can print a copy of a word processing document. A printed copy of a document that you prepared on the computer is called a **hard copy**. Suppose you want to show your teacher a copy of a letter you're writing on the computer even though you haven't finished it. You would simply print a hard copy for him/her.

The print command is made by holding down the open-apple key and pressing the "P" for print. There are many commands that begin with the open-apple key in this handbook. In the last lesson, you learned to save documents by holding down the open-apple key and pressing the letter "S". Now that you understand how the open-apple key works, the instructions will be shortened to a picture of an open apple and the letter you should press. For example, the instructions might say, "Press - S" instead of "Hold down the open-apple key and press the letter S".

WRITING ACTIVITY

Activity A: LIKES AND DISLIKES

In the last lesson, you learned that every sentence must have a subject and a verb. Now you will have an opportunity to write some sentences of your own with subjects and verbs.

Everyone has things s/he likes and things s/he doesn't like. These things change from person to person. On a hot day some people like to lie on the beach and soak up sun while others prefer to stay at home and read a good book. The things we like and don't like help to make us unique.

Open a new word processing document named *About me*.
You may want to review the start-up steps on page 27.

Directions: Write 5 sentences about things you like and 5 sentences about things you don't like. Although the subject of your sentences will be I, try to use different verbs to express your likes and dislikes. When you use the same word over and over in your writing, it becomes boring for your reader. Here are some words you might want to use instead of the words like or dislike:

Like	Dislike
love	hate
adore	loathe
enjoy	detest
cherish	abhor

When you have finished writing your ten sentences:

Press ⌘-S to save your file.

Every time you make changes to your document you must save it again. The computer will only remember the changes you have saved. If, after you save a file, you go back and correct the spelling of a word, you must always remember to save it or the next time you decide to work on your document, the word will still be misspelled.

Don't turn off your computer yet!

COMPUTER ACTIVITY

Activity B: LEARNING TO PRINT

There are many kinds of printers you can use with an Apple IIe computer. It doesn't matter what kind of printer you have; most of them work about the same way.

Before you print a document, you must make sure there is paper in your printer and the printer is connected to your CPU.

Turn on the printer by pushing the select or on-line button.

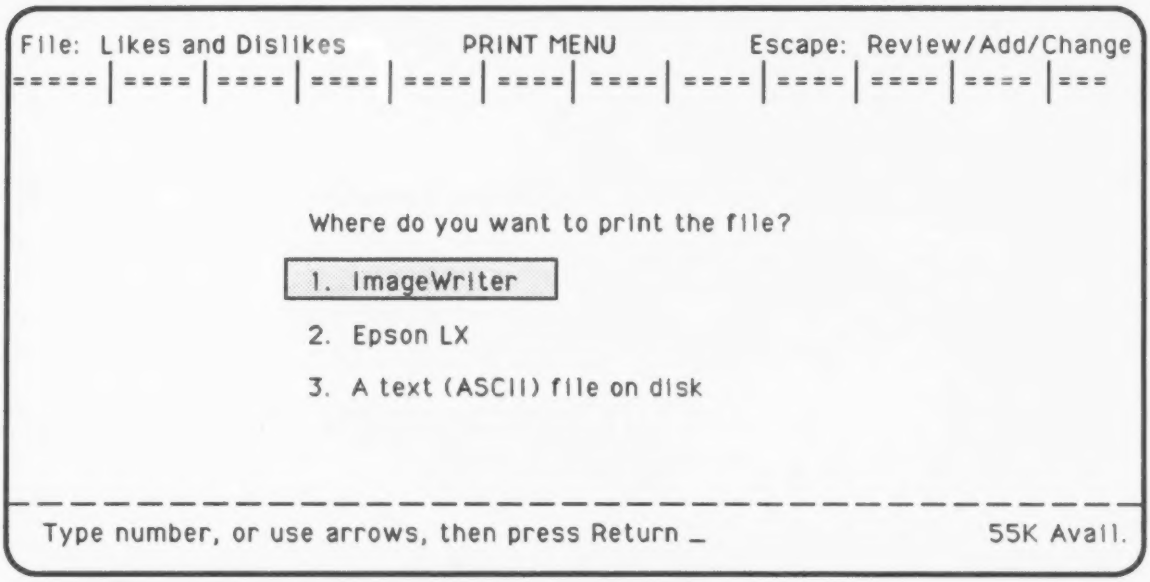
The printer light should be on. This light indicates that the printer is ready to print.

Press ⌘ - P.

You will see a message at the bottom of the screen asking you where you want to print from. **Beginning** means you want to print your document from the beginning. **This page** means you want to print from the page you are looking at on the monitor. Since this exercise only has one page, this choice is the same as printing from the beginning. If you had written several pages of work, you might decide to print from page 2 or page 3. Finally, you might decide to start printing from your **Cursor.** If you make this choice, *AppleWorks* will only print that information that follows your cursor.

Use your arrow to highlight the word Beginning. Press Return.

Your monitor screen should look similar to this:


File: Likes and Dislikes
PRINT MENU
Escape: Review/Add/Change
Where do you want to print the file?
1. ImageWriter
2. Epson LX
3. A text (ASCII) file on disk
Type number, or use arrows, then press Return _
55K Avail.

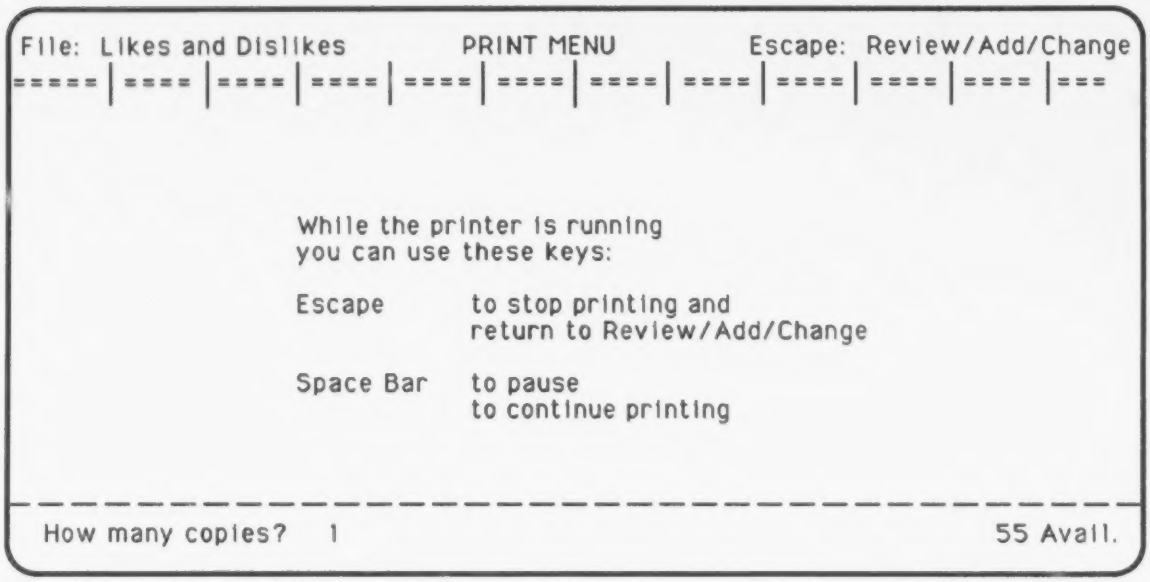
The list of printers on your screen may be different from those listed above. Ask your teacher which printer to choose from the list.

Highlight the printer you will use. Press Return.

A message will appear at the bottom of the screen asking you how many copies to print.

Type the number of copies you want to print. Press Return.

While you are printing the monitor screen should look like this:



This screen lets you know how to pause or cancel the printing process. If you press the Escape key you will stop printing and return to the *Review/ Add/ Change* screen. If you press the space bar, you will stop printing until you press the space bar again.

If you have any trouble printing your document, ask your teacher for help. Your printer may be a little different from the one in the instructions. Your teacher will show you any special things you need to know about your printer.

When you have finished printing your document:

Quit the *AppleWorks* program and turn off your computer.

UPDATING A FILE

One of the biggest advantages a word processor has over a typewriter is the abiltity to store information on floppy disks. If you type a business letter on your typewriter , and then decide to change some of the information, you must retype the entire letter. With a word processor, you only need to type the changes to your letter. The printer will retype the entire document for you after you make your changes on the monitor screen.

All of the information you save is stored on your data disk until you decide to take it off or **delete a file**. In this lesson, you will learn how to retrieve information stored on your data disk so that you can make changes to a document you created earlier, and also how to delete a file you no longer want to save from your disk.

COMPUTER ACTIVITY

Activity A: Retrieving Files

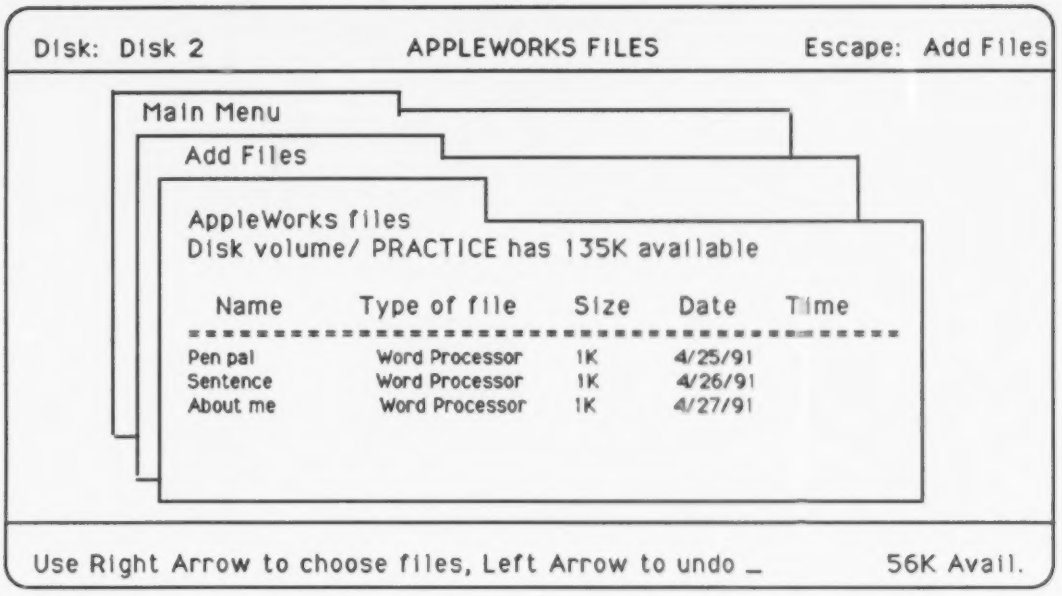
Go to the ADD FILES screen in the *AppleWorks* program.
Follow steps 1-7 on page 27 to reach the *ADD FILES* screen of *AppleWorks*.

Place your data disk in Drive 2.

Highlight choice number 1 -*The current disk: Disk 2*. Press Return.

If choice #1 on the ADD FILES screen does not say, *The current disk: Disk 2*, ask your teacher for help.

Your monitor screen should look similar to this:



Use the up and down arrows to highlight the file *Pen pal.*

Press the right arrow to select the file *Pen pal.*
An arrow should appear to the left of the title. If you make a mistake, press the left arrow to undo your choice.

Press Return.

You should be looking at the sentences you wrote for your imaginary pen pal in Lesson 5. In the next activity, you are going to continue your letter to your pen pal.

WRITING ACTIVITY

Activity B: My Home

Since your pen pal has never been to your home, s/he has no idea what your house or apartment looks like. Write 5 sentences describing the inside and the outside of your home for your friend. When you are finished, save the file to your disk and print a hard copy.

COMPUTER ACTIVITY

Activity C: Deleting a file.

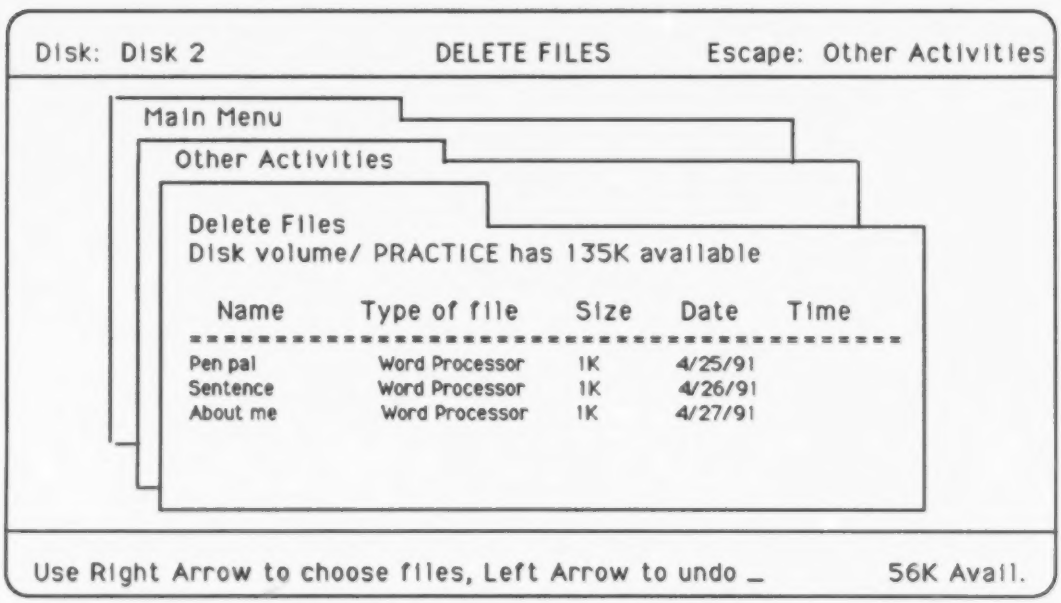
Sometimes you will find you have a file on a disk that you no longer need. Although floppy disks can store a lot of information, sooner or later they do get full. You may want to remove files you don't need in order to make room for the new information you want to keep.

Press Escape to return to the Main Menu.

Highlight menu item 5, *Other Activities,* and press Return.

Highlight menu item 4, *Delete files from disk*, and press Return.

Your monitor screen should look something like this:



This list contains all the files which are stored on your student data disk. Since you are finished with the file *Sentence,* you can now remove it from your disk.

Highlight *Sentence* because that's the file you want to delete. Press Return.

The prompt at the bottom of the screen is asking if you really want to do this. This message protects you from choosing the wrong file by accident.

Type *Y* for Yes.
AppleWorks removes the file from your disk and returns you to the Other Activities Menu.

WRITING ACTIVITY

Activity D: Recognizing Run-on Sentences

You learned in Lesson 6 that a group of words which does not express a complete thought is a sentence **fragment**. Sometimes students put too many thoughts together without proper punctuation between them. These sentences are called **run-ons.** Run-on sentences are very confusing because the reader doesn't know where one ideas stops and the next begins. Here is an example of a run-on sentence:

There are lots of people who like to take vacations in the winter my brother is one of them he and his family went to Florida last year and they had a wonderful time at Disney World even if it was cold some of the time it didn't bother them they took plenty of sweaters and there weren't as many people there as in the summer anyway.

Does the above sentence read like a big bowl of oatmeal all mushed together ? Run-ons are like that. In fact, they're called run-ons because they seem to run on and on with no end in sight.

Press Escape until you return to the Main Menu.
Highlight choice 1, *Add files to the Desktop,* and press Return.
Highlight choice 3, *Word Processor*, and press Return.
Highlight choice 1, *From Scratch*, and press Return.
Name the file *Run ons*. Press Return.

Directions: Rewrite the following run-on sentences supplying proper punctuation.

1. Many people believe it's bad luck to walk under a ladder I don't think that's true.
2. Susan bought a bag of pretzels and a glass of lemonade she gave some to her sister.
3. After school, Robert decided to play softball he met his friends at the park.
4. The judge told the the jury not to talk about the trial three people weren't listening.
5. It isn't very easy to make good chicken soup my mother's is the best ever.

When you have finished rewriting the sentences, save the file.
Print a hard copy of your sentences.
Quit *AppleWorks* and turn off the computer.

THE PARAGRAPH

A **paragraph** is a group of sentences about one idea. If you write three or four sentences about your pet guinea pig, you could put them together to make a short paragraph. The sentence in the paragraph that states the main idea is called the **topic sentence**. The topic sentence is often the first sentence of a paragraph. Read the following paragraph:

> **Porky, my pet guinea pig, lives for his next meal. Though his cage is in the living room, he always seems to know when I'm in the kitchen. The minute I open the refrigerator door, Porky squeals as loud as he can to let me know he's ready for food. Sometimes he has barely finished his dinner. I read somewhere that the guinea pig isn't really related to the pig at all. You'd never know it from Porky's appetite.**

The first sentence is the topic sentence because it tells you what the paragraph is about. When you read this sentence, you know the paragraph isn't going to be about the color of Porky's fur or his favorite toys. A good topic sentence states the main idea clearly.

The first sentence of each paragraph is always **indented**, or moved in, so that your reader knows you are starting a new idea. This makes your writing much easier to read.

WRITING ACTIVITY

Activity A: Supporting the Topic Sentence

Open a new word processing document named *Topic Sentence*.
(You may want to review the procedures on page 27.)

Directions: Read the topic sentences below. Then write three supporting sentences for <u>one</u> of them.

1. It's always a good idea to read the instructions before trying to put things together.
2. Returning to school isn't easy for many adults.
3. TV commercials get more and more ridiculous all the time.

Put the sentences you wrote together to form a paragraph. Remember to indent the first sentence of the paragraph.

Press ⌘ -S to save your work.

Print your document.

COMPUTER ACTIVITY

Activity B: Using the Replace Cursor

The blinking line cursor you have been seeing on the monitor screen is called the **insert cursor.** When you strike a key, letter, number, or symbol, it is inserted into the document to the left of your cursor. No other keys are affected. If you use the insert cursor to put information in the middle of a sentence, all the other letters are pushed over to make room for the new information.

AppleWorks has another cursor which is called the **replace cursor.** The replace cursor writes over existing information, replacing it completely. Whereas the insert cursor looks like a blinking line, the replace cursor looks like a blinking rectangle. You can use the replace cursor to replace information anywhere in your document. To switch from the insert cursor to the replace cursor you press ⌘ -E which is called the **edit command**. If you give the computer the edit command again, the cursor will switch back to the insert cursor.

Let's use the replace cursor to change the topic sentence of your paragraph.

Use your arrows to move your cursor to the first letter of your document.

Press ⌘ - E.
The cursor should look like a blinking rectangle.

Type the replacement topic sentence which matches your paragraph:

1. **Before putting things together, it's always a good idea to read the instructions.**
2. **Many adults find it hard to return to school.**
3. **More and more, TV commercials are just plain ridiculous.**

Press ⌘ -E to return to the insert cursor.

Use your arrows and the delete key to erase any symbols remaining from the original sentence.

Print your new paragraph.

VOCABULARY PRACTICE

Activity C: Type the following sentences below your paragraph. Fill in the blanks with one of these vocabulary words:

fragment	run-on	sentence	paragraph
topic sentence	indent	insert cursor	replace cursor
edit command			

1. The main idea of a sentence is called the _____.
2. A _____ looks like a blinking rectangle.
3. A group of words which expresses a complete thought is a _____.
4. Several thoughts joined together without proper punctuation is a _____.
5. A _____ looks like a blinking line.
6. The _____ is ⌘ - E.
7. A group of words which does not express a complete thought is a _____.
8. You should always _____ the first sentence in a _____.

Press ⌘ -S to save your work.

Move your cursor to the beginning of Activity C. Print from the cursor location.

Quit *AppleWorks* and turn off your computer.

MOVING WORDS AROUND

When you use a word processor, it is much easier to **edit,** or make corrections, to your **text** than it is if you write things by hand or use a typewriter. Text is another name for the words on a page.

In earlier lessons, you have seen how easy is is to delete or replace text. In this lesson you will learn how to move blocks of text from one location in your document to another location in your document.

WRITING ACTIVITY

Activity A: Writing a Narrative Paragraph

A **narrative** is a story with a beginning, a middle and an end. Most narratives tell events in the order in which they happened. If you were to write a narrative paragraph about what you did yesterday, you would probably begin with the things you did in the morning and end with those things you did in the evening.

Directions: Read all of the sentences below. Put a number to the left of the sentence to show the order in which the events probably happened.

_____ After it stopped raining, Alice and I decided to walk to the store for ice cream.

_____ Alice washed the inside of the windows, and I washed the outside.

_____ Last Saturday was such a beautiful day, my wife Alice and I decided to wash all the windows in our house.

_____ While Alice gathered newspaper and window cleaner, I dragged the old wooden step-ladder out of the garage.

_____ We had just finished the last window when it started to rain.

_____ As we ate our ice cream, Alice said it seemed just like old times.

Open a new word processing document and name it *Narrative 1*.

Now type the sentences you numbered 1-6 into narrative paragraph form. Put sentence number one first, then sentence number 2, etc. When you have finished typing this paragraph, add the following second paragraph:

> **My wife Alice and I never seem to find enough time to do things together anymore. When we were first married, we used to go to movies, take walks in the park, or just sit together on the porch in the evening and talk. Those were the good old days. Now we're lucky if we can find time to say hello to each other at the dinner table.**

COMPUTER ACTIVITY

Activity B: Moving Text

As you reread the two paragraphs you have just typed, you will notice that they seem to be out of order. Since narrative paragraphs are supposed to be in time order, it would make more sense for the writer to put those events that happened a long time ago *before* the paragraph describing what happened last Saturday. Fortunately, since you're using a word processor, you can change the order of the paragraphs without retyping the whole thing.

Move your cursor to the end of the second paragraph.
The period following the word *table* should be blinking.

Press ⌘-M (M for Move).
The prompt at the bottom of the screen is asking you if you want to move text within your document, to the clipboard or from the clipboard.

The **clipboard** is the part of the computer's memory that can hold a piece of text while you decide where to put it. It can only hold one piece of text at a time. Since you are only moving text from the bottom of the page to the top of the page, you can select the first choice, *Within document*.

Use the left or right arrow to highlight *Within document*. Press Return.

Use your arrows to highlight the entire paragraph you want to move.

If you make a mistake highlighting, you can always press Escape to start over. Make sure you highlight everything you want to move.

Press Return.

The cursor will begin to blink, and the prompt tells you to move the cursor to the location where you want to move the text you highlighted.

Move the blinking cursor to the beginning of your document. Press Return.

The second paragraph should now appear at the top of your page. You may need to edit the document to line up the paragraphs the way they should be. This is the process you can use to move text within any document.

You can even move blocks of text from one document to another.

Move the cursor to the beginning of the document.
Press ⌘ -M.
Highlight *To clipboard.* Press Return.
Highlight both paragraphs. Press Return.
Press Escape until you reach the Main Menu.
Highlight *Add files to Desktop.* Press Return.
Highlight *Word Processor.* Press Return.
Highlight *From scratch.* Press Return.
Name the file *Narrative 2.* Press Return.
Press ⌘ -M.
Highlight From Clipboard. Press Return.

You have just moved the entire document from one file to another. Although the original file named *Narrative 1* still exists, it doesn't contain any information because you moved all the text to the file named *Narrative 2*. If you had wanted to copy the text rather than move it, you could have done that by using the command ⌘-C (for Copy). Now let's copy this text and place it back in the file called *Narrative 1*.

Move your cursor to the beginning of the document.
Press ⌘ -C.
Highlight *To clipboard.* Press Return.
Highlight both paragraphs. Press Return.

You have just moved a copy of the file *Narrative 2* to the clipboard. Before you can place this text back in the original file, you must bring the original file back to the screen.

Press Escape until you reach the Main Menu.
Highlight *Work with one of the files on the Desktop.* Press Return.
A desktop index listing all the files on the desktop will appear on the screen.
Highlight the file *Narrative 1.* Press Return.
Press ⌘-C.
Highlight *From clipboard.* Press Return.

You now have two copies of this text: *Narrative 1 and Narrative 2*. Since this is a practice activity, there's no reason to save these documents. When you quit *AppleWorks*, go ahead and throw out the new files. It's up to you whether you want to print a hard copy of this activity or not.

Quit *AppleWorks* and turn off the computer.

VOCABULARY PRACTICE

Activity C: Match the Words to Their Meanings

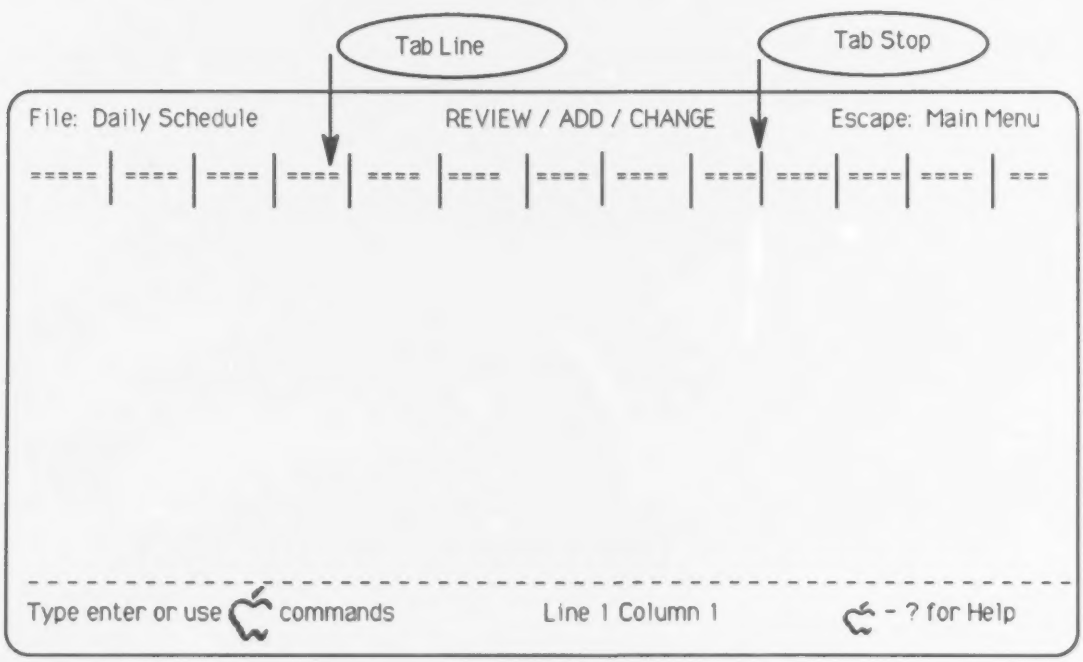
a.	**clipboard**	_____	**To make corrections.**
b.	**narrative**	_____	**The Move command.**
c.	**text**	_____	**The Copy command.**
d.	**⌘-C**	_____	**Part of the computer's memory.**
e.	**⌘-M**	_____	**The words on a page.**
f.	**edit**	_____	**A story with a beginning, middle, and end.**

USING THE TAB KEY

In lesson two, you learned that the Tab key is used to help you indent paragraphs. That is only one of its uses. The Tab key moves your cursor from **tab stop** to tab stop within your document. A tab stop is a location where the cursor will stop when you push the tab key. The **tab line** is the horizontal double line above your text and below the title of your screen. The tab line will show you where your tab stops are located. The tab stops are the vertical lines which intersect, or cross, the tab line.

When you open a new word processing document with *AppleWorks*, the tab stops are automatically set at every five spaces. If you don't want a tab stop every five spaces, you can easily change your tab stops.

Tab stops are used most often in word processing when you want to put columns or **tables** in a document. Tables are organized rows and columns of information. The tab stops can help you line up all the items in a column.



COMPUTER ACTIVITY

Activity A: Setting Tab Stops

Open a new word processing file named *Daily Schedule*.

Press ⌘ -T (for Tab).
The cursor jumps up to the tab line so that you can set your tab stops.

Press R to remove all the tab stops.

Press the right arrow key twenty (20) times so that the cursor is in column 20.
Notice the column indicator at the bottom of your screen. It should say 20.

Press S for Set.
A vertical line will appear to show you your new tab stop.

Press Escape to leave the tab settings and return to the document.

Now that you have set your tab stop for this document, let's see exactly how it works.

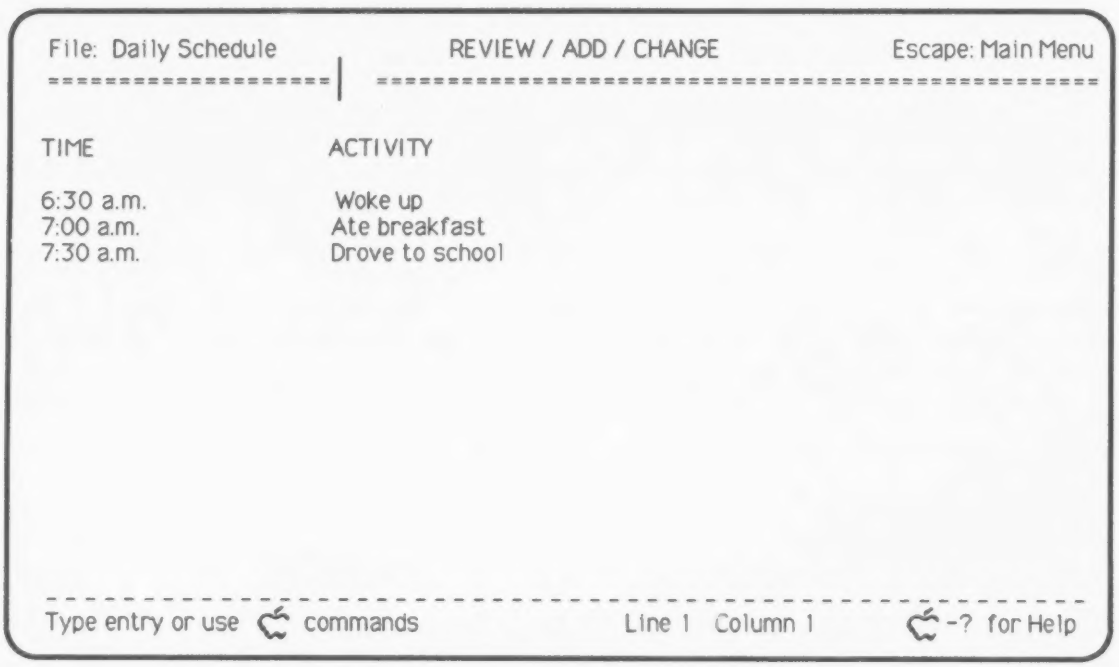
WRITING ACTIVITY

Activity B: Daily Schedule

Many of us go through the day, from activity to activity, without thinking about all the things we do. We might feel busy or we might feel bored, but we never seem to connect those feelings to the list of things we do from the time we get up until the time we finally go to bed at night.

Press the Caps Lock key.
Type the word *TIME*.
Press the Tab key.
Type the word *ACTIVITY*.
Press Return twice.

Choose a day that was especially busy for you this week. List as many things as you can think of that you did from the time you got up to the time you went to bed. Under the column *TIME*, list the time of day. Under the column *ACTIVITY*, list what you did. Your computer screen might look something like this.



Press ⌘ - S to save your file.

Press ⌘ - P to print your file.

VOCABULARY PRACTICE

Activity C: Fill in the blanks in the sentences with the vocabulary words listed below.

tab line tab stop table ⌘-T ⌘ - E

1. The _____ is a vertical line that shows you where the cursor will stop when you push the tab key.

2. The command which moves your cursor to the tab line is _____.

3. The_____is a horizontal line located above the text and below the title of the screen.

4. _____ are organized rows and columns of information.

5. _____ changes the insert cursor to a replace cursor.

WRITING ACTIVITY

Activity D: Transition Words

When you write about events that have happened over a period of time, it is helpful to use transition words to make your writing less choppy. The list you made of daily activities in Activity B is just that - a list. When you rewrite this list in narrative form, you might want to use transition words to connect the activities.

Here are some transition words which are commonly used in narrative writing:

after	**at first**	**eventually**	**finally**	**later**	**meanwhile**
next	**now**	**soon**	**then**	**when**	**while**

Press Escape until you reach the Main Menu.
Highlight *Add files to Desktop*. Press Return.
Highlight *Word Processor*. Press Return
Highlight *From scratch*. Press Return.
Name the file *Schedule 2*.
Press Return.

Rewrite your list of activities in narrative form. Do not include the times for every activity, but instead, try to use as many transition words as you can. For example, you might start your paragraph something like this:

Yesterday morning I woke up at 6:30 and made myself pancakes for breakfast. While I was driving to work, I listened to the news on my car radio. Next...

When you have finished writing your narrative paragraph:

Press ⌘-S to save your paragraph.

Press ⌘-P to print your paragraph.

COMPUTER ACTIVITY

Activity E: Changing the Name of a File

There are times you may want to change the name of a file or save a slightly different version of a file under another name. Remember, when you are working with a file on the Desktop, you are working with a copy of the file that is on your data disk. Every time you make changes to the Desktop copy, you need to save the changes, or put them on the original copy which is on the disk.

When you save a file, it erases the old version from the disk, and replaces it with the new one you created on your Desktop. When you change the name of a file and then save it, *AppleWorks* does not change the original version on the data disk, but instead, adds a new document to the disk under the new name.

Press ⌘- N (for Name).
A prompt appears at the bottom of the screen asking you to type the new file name.

Use your arrows and the delete key to erase the old name.

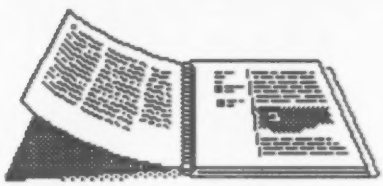
Rename the file Schedule 3. Press Return.

You now have a second copy of your paragraph on Desktop. Since it's exactly the same as the first, there's no reason to save this file.

Quit *AppleWorks*.
You may want to review the steps on page 33.

Turn off the computer.

FORMATTING TEXT



In lesson five, you learned how to format a blank disk so that the *AppleWorks* program can recognize information stored on the disk. When you format something you give it shape. If you format text, you arrange the information on the page the way you want it.

In the *AppleWorks* program, format commands are called **printer options**. This is because most of the commands don't show up on the screen, they only appear when your document is printed. Commands that show up when you print, but are not on the screen, are called **embedded commands**. They are embedded, or buried, in the AppleWorks program. Many of the printer options you will use are embedded commands.

A special ⌘ command, called the Zoom command, allows you to see embedded commands on your screen. When you're formatting a document, it's impossible to remember which printer option you used in various locations. By pressing ⌘ - Z, you can easily see each of the formatting commands you gave the computer.

WRITING ACTIVITY

Activity A: The Descriptive Paragraph

A descriptive paragraph is used to create a picture of a person, place, or thing. The best way to help your reader picture the person, place, or thing you are describing is to give lots of **sensory details**. Sensory details are the details you observe through one of your five senses: sight, hearing, touch, taste and smell.

A description of a skunk would be incomplete without details about the smell of the animal. How could you describe a lemon without mentioning the taste? Sensory details allow the reader to clearly imagine the person, place or thing being described.

Open a new word processing document named *Description.*

Write a description of a person who has been important to you. It should be someone you like or dislike strongly. Think about sensory details. What does this person look like? Is his/her voice loud or soft? high or low? Does s/he wear a special perfume or after shave? What are the things you especially like or dislike about this person?

When you are finished with your descriptive paragraph:

Press ⌘- S to save your file.

COMPUTER ACTIVITY

Activity B: Using the Zoom Command

Before you begin to learn about printer options, it is important that you know how to see embedded commands when you need to.

Press ⌘- Z (for Zoom).

The small rectangles which appear on your screen are called **blots**. Blots appear everywhere on the screen that you pressed the Return key. The Return command is an embedded command, so the zoom command makes it visible.

Go to the end of your document. Press Return twice.

Notice how the blots appear at the bottom of your screen when you press the Return key. Now, let's make them invisible again.

Press ⌘-Z.

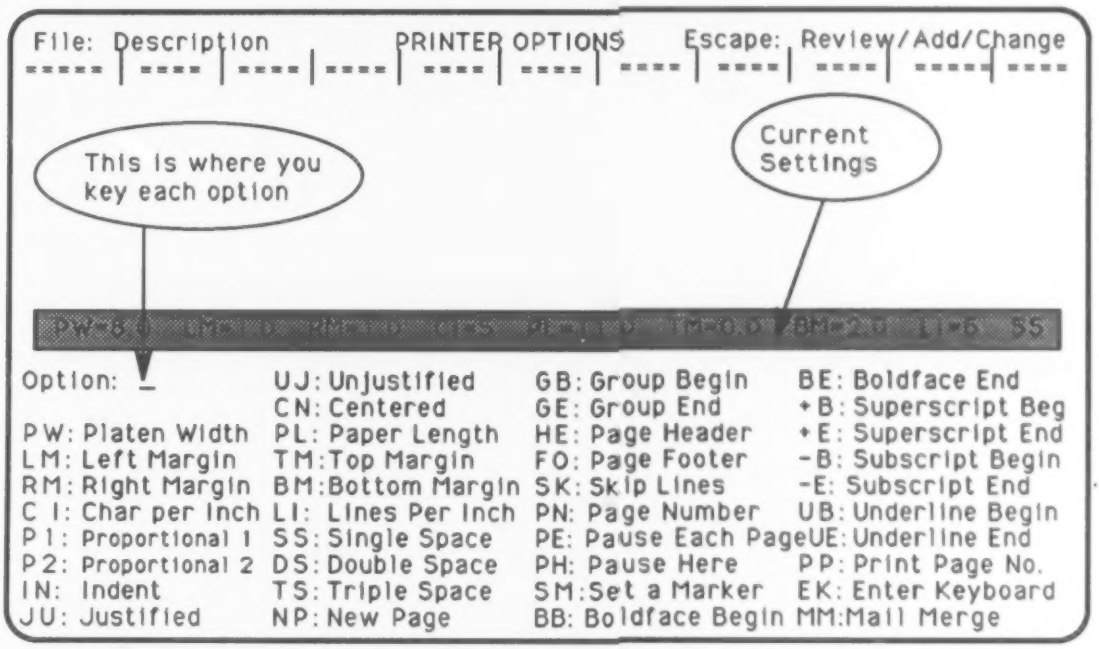
The blots are gone and the screen looks exactly like it did to begin with. In the next activity, you will begin to learn several printer options that are also embedded commands. It is important to remember that you can make these visible on the screen by pressing ⌘- Z.

Activity B: The Printer Option Table

In *AppleWorks,* you can choose any of the printer options by using a command. When you press ⌘-O (for Option), a listing of printer options is displayed on your monitor screen.

Use your arrows to move to the beginning of your document. Press ⌘ - O.

Your monitor screen should look like this:



The printer option table shows you all the choices you have for formatting your document. Each option has a two letter abbreviation that is used to tell the computer what it is you want to do. For example, if you want to change the right margin, you type ***RM.*** This tells the computer you want to change the size of the Right Margin. Let's try it.

Type *RM*. Press Return.

The word *Inches* appears below the word Option. The computer is asking you how many inches you want the right margin to be from the edge of the page. The highlighted bar above the Options table shows you the current settings. Unless you change them, the right and left margins are automatically set at one inch in the *AppleWorks* program. When you change these settings, your changes will show up inside the highlighted bar.

Type *1.5* . Press Return.

You have just changed the right margin to one and one-half (1.5) inches. Notice that this embedded command appears on the screen above the Options table.

Since you changed the right margin, you should probably change the left margin also in order to keep the page balanced.

Type *LM*. Press Return.
Type *1.5*. Press Return.

With the left and right margins at 1.5 inches, you might want to change the top and bottom margins, too.

Type *TM* (for Top Margin). Press Return.
Type *1.5*. Press Return.
Type *BM* (for Bottom Margin). Press Return.
Type *1.5*. Press Return.

Press Escape to exit from the Options table.

Even though you can no longer see the embedded commands, they are still in effect. You can enter the Options table at any point in your document. The changes you make will only effect the text that follows the embedded command.

Before you changed your margin size earlier in this activity, you moved the cursor to the beginning of your document. If you want format changes to effect the entire document, you must always make sure your cursor is in the beginning of the document.

Sometimes you may want to make changes which effect only a small portion of your document. In that case, you would position your cursor at the point where you want the changes to begin. Let's try it!

Position your cursor at a point in the middle of your document.
Press ⌘- O to access the Options table.
Type *LM*. Press Return.
Type *2*. Press Return.
Press Escape to exit the Options table.
Press ⌘ - Z to see the embedded commands.

Notice the position of the embedded command and the effect it has on your text. It might be easier to see if you print a hard copy of your document.

Print one copy of your document.

It's easy to see the margin changes on the hard copy. All of the text that appears after your embedded command is indented two inches whereas the text that comes before the command is only indented 1.5 inches. By changing the size of your margins throughout the document, you can indent sections of text whenever you want.

If you enter an incorrect printer option or change your mind about a printer option you entered earlier, you can always delete the option using the ⌘-D command. Let's go back and delete the last margin change in your document.

Press ⌘-Z.
This allows you to see the embedded commands in your document.

Move the cursor to the line that reads ---*Left Margin: 2.0 inches.*
Press ⌘- D (for Delete).

This command tells the computer you want to delete part of your document. When you press the Return key, everything that is highlighted will be deleted. By deleting the new left margin command, the computer will automatically go back to the previous left margin setting. The ⌘-D command can also be used to delete blocks of text. The important thing to remember is that the computer will delete, or erase, anything you highlight after you give this command. If you accidentally highlight the wrong area, you can always press Escape to start over.

Press Return.
The entire document now has a left margin of 1.5 inches.

Depending on the size of your paragraph, you may want to adjust your margins to make the text look better on the page. You might make the margins bigger in order to cover more of the middle of the page, or you might make the margins smaller in order to get more text on each page. It's up to you. Take your time and experiment a little with this printer option. Changing the margins of your document will dramatically affect its appearance.

Print a hard copy of your document.

Quit *AppleWorks* and turn off your computer.

13 13 13 13 13 13 13 13 13 13 13 13

ARRANGING DETAILS IN SPATIAL ORDER

When you write a descriptive paragraph, it is often difficult to know how to arrange the information in a way that makes sense and helps the reader picture the person, place or object you are describing. In an earlier lesson, you learned that narrative paragraphs are arranged in time order. One of the ways to arrange a descriptive paragraph is by **spatial order**. Spatial order is means describing something in terms of the space it occupies.

There are several kinds of spatial order: near to far, top to bottom, left to right. These are all ways to describe an object. For example, if you want to describe a room in your home, you might start at the ceiling and move down, you might start on the left side of the room and move to the right, or you might even start at the doorway and move to the opposite end of the room. Each of these approaches is an example of spatial order.

Here are some word that are commonly used when describing things in spatial order:

above	**below**	**behind**	**in front of**	**over**	**next to**
beside	**opposite**	**across**	**to the right**	**to the left**	**beneath**
on top of	**under**	**inside of**	**adjacent to**	**against**	**near**

WRITING ACTIVITY

Activity A: Describing a Special Place

Everyone has a place that is special to them. Sometimes that place is outdoors: a favorite park or wilderness area. For others, that special place might be a building such as a museum, church, or even the home of a friend or relative. It might be close to your home or far away. Wherever it is, it makes you feel good to visit this place.

In this activity, you will describe your special place in spatial order. You might want to close your eyes for a moment and try to picture the place you want to describe. Imagine you are standing or sitting in the picture. What is to your left? What is on your right? What

is in front of you? above you? behind you?

Open a new word processing document named *Special Place*.
Set your margins for 1.5 inches.

As you describe your special place, take your time and try to include as many sensory details as you can. Think about colors, sounds, textures, smells. Try to write at least two paragraphs about your special place.

COMPUTER ACTIVITY

Activity A: Text Alignment

When you print a hard copy of your document, the text can be lined up in different ways. **Left-justified** text is lined up on the left hand side of the page. Left -justified text is also called **Unjustified**. Documents that are prepared on a typewriter are always unjustified. The *AppleWorks* program automatically makes your text left-justified unless you give the computer a command to change it.

Justified text is lined up evenly on both sides of the page. Most of this handbook is justified, as are most books, magazines and newspapers.

Sometimes you will want to **Center** your text. Titles or headings are often centered on the page. Here are examples of the three kinds of text alignment you can use with *AppleWorks*:

Unjustified:

Unjustified text looks very normal to most of us because that is the kind of text we often use in letters, memos, and other day to day correspondences. There was a time when unjustified text was the only kind of text most people could produce. When we write a letter to a friend, we try to line up the words on the left side of the paper, but it's almost impossible to keep the right side of the page even.

Notice how uneven the right side of the text is. The text lines up exactly on the left hand side of the page, but the right side does not line up at all.

Justified:

Justified text lines up on both sides of the page giving your document a finished, professional appearance. The printer justifies text by inserting tiny spaces in between letters and words so that both sides come out even. Unfortunately, the *AppleWorks* program is unable to show justified text on the monitor screen. Even after you give the command to justify text, the words on the screen look unjustified. But when you print your document, the text following the the command will be aligned along both the left and right margins.

Centered:

When you give the computer the command to center text, each line is automatically centered on the page. Notice that the text is not lined up on the left or the right, but instead each line is centered evenly between the left and right margins. This particular type of text alignment is most often used with titles or headings. Rarely, if ever, will you see it being used with regular text.

As you can see, the three types of text alignment all produce different effects. It's up to you to decide when to use each of them. Let's see how the different alignments can change the appearance of the document you wrote about your special place.

Press ⌘ -Z to make the embedded commands visible.
Move your cursor to the beginning of the document.
Press ⌘ - O to access the Options table.
Type *CN* (for Center). Press Return
Press Escape.

Notice that every line of your document is centered on the page. This is a good time to give your document a title. You might want to make the title of your document *A Special Place*, or you could choose a title that tells the name of the place you are describing such as *Yellowstone Park.*

Type the title of your document. Press Return 2 times.

Although you want the title of your document centered, you probably don't want the entire document centered. When you give the computer a command, it will continue to follow that command until you tell it to do something else. As you learned in lesson 1, a computer will only do what you tell it to. In order to change the alignment of the text that follows your title, you will have to give a new command to the computer.

Move your cursor to the space just below your title.
Press ⌘-O to access the Options table.
Type *JU* (for Justified). Press Return.
Press Escape to leave the Options table.

Even though it looks as though your text isn't lined up on the right, it is. Remember, the *AppleWorks* program isn't able to show you a justified text alignment on the screen. Let's print the document and see how the hard copy looks.

Press ⌘-S to save your document.
Press ⌘-P (for Print).
Highlight *Beginning* and press Return.
Highlight the name of the printer and press Return.
Press Return to make 1 copy.

After looking at your hard copy, you may decide you want to change the margins or unjustify the text. You might want to try different text alignments in order to decide which one looks best. Some people prefer justified text and others prefer unjustified text. Be sure to save any additional changes you might make to your document. When your text looks the way you want it to, you may want to print a final hard copy.

Quit *AppleWorks*.
Turn off your computer.

CHECK-UP

Directions: Match the command to its meaning.

⌘ - S_____	**Delete**
⌘ - P_____	**Print**
⌘ - E_____	**Edit**
⌘ - O_____	**Save**
⌘ - C_____	**Move**
⌘ - D_____	**Options Table**
⌘ - M_____	**Copy**

FORMATTING CHARACTERS

So far in this handbook, you have learned to format disks and to format text. In this lesson, you will learn now to format the letters, numbers, and symbols that make up your text.

One way of changing the appearance of your text is by altering the number of **Characters per Inch,** or characters which appear for every horizontal inch of paper. By changing this number, you can make the characters bigger or smaller.

In the AppleWorks program, you can have 4,5,6,8,10 and 15 characters per inch. The more you have, the smaller the symbols will be.

Another type of character formatting is **boldface**, or very dark type. **When you type a word or a sentence in boldface, it stands out from the rest of the text.** Throughout this handbook, vocabulary words have been typed in boldface so that you know they are especially important.

Underlining is another way to draw attention to text. The titles of books and magazines are often underlined. Sometimes one word in a sentence is underlined for emphasis. In this lesson you will have an opportunity to change the format of your characters by changing the number of characters per inch, using boldface, and underlining text .

WRITING / COMPUTER ACTIVITY

Activity A: Comparing and Contrasting

When you compare things, you identify the ways in which they are alike. When you contrast things, on the other hand, you identify the ways in which they are different. If you were to compare an apple and an orange, you might say that both are fruit. If you were to contrast them, you could say that one is red and the other is orange.

Open a new word processing file named *Ten Years*.

Think about the ways you've changed in the past ten years. Do you look the same? Do you like to do the same kinds of things? Have your friends changed? In this activity, you will make a chart to compare and contrast who you are now with who you were ten years ago.

Let's begin by giving the chart a title.

Press ⌘ -O to access the Options table.

Type *CN* and press Return.
This will center your title.

Type *CI* and press Return.
This tells the computer you want to change the characters per inch setting.

Type 8. Press Return.

The AppleWorks program automatically sets the characters per inch at 10. By changing the setting to 8, you are making the letters a little bigger.

Type *BB*. Press Return.
This tells the computer to Begin Boldface type.

Press Escape to exit the Options table. Press Return three times.

The small tent-like symbol (^) which appears to the left of your cursor is called a **caret** (pronounced like the carrot you eat). The caret will not show up when you print your document, but it appears on the screen to help you remember that you are using boldface type. Until you give the command to end the boldface, everything you type will be in boldface. Unfortunately, this will not show up on your screen. The *AppleWorks* program is not able to show boldface, underline, or changes in characters per inch. Boldface and underline commands are both indicated by the caret. Unlike an embedded command, these two commands are always visible on your screen, and can be erased just like ordinary text. When you move or delete text, you must be careful not to move or delete a caret unintentionally.

Type *The Ways in Which I've Changed in the Past Ten Years*. Press Return.

Now that you have a title for your document, let's set up a chart for you to compare and contrast the past and present.

Press ⌘-O to access the Options table.
Type *UJ* to return to unjustified text. Press Return.
Type *UB* to begin underlining.
Type *CI* to change the characters per inch. Press Return.
Type *12*. Press Return.
Press Escape.
Press ⌘- T to move the cursor to the Tab line.
Use the space bar or right arrow to move 25 spaces along the Tab line.
Press *S* to set a Tab stop.
Move 25 more spaces along the Tab line. Press S.
Press Escape.
Press Return.

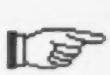
You are now ready to type the column headings for your chart. The first column should be **When**, the second should be **Appearance**, and the third should be **Interests**. Use the Tab key to move from column to column. When you have typed the headings, they should look like this on your monitor screen:

When	Appearance	Interests

When you print a hard copy of your document, they should look like this:

When	Appearance	Interests

When you have finished typing the column headings, you will want to tell the computer to end the boldface type and stop underlining words.



Press ⌘-O to access the Options table.
Type *BE* (for Boldface End).
Type *UE* (for Underline End).
Press Return.

You are now ready to begin comparing and contrasting your appearance and interests ten years ago to your appearance and interests today. In the first column, under the heading **When,** you will want to type something such as ***Then*** or ***Now*** in order to indicate which time frame you are talking about. In the other two columns you will want to list details about your appearance and interests.

When you have finished your chart:

Press ⌘ - S to save your document.
Print a hard copy of your document.

Notice how the boldface and underline commands show up on the hard copy but not on the monitor screen. It will take some time for you to get used to seeing one thing on the screen and quite another when you print a hard copy of your document.

This has been an extremely complicated lesson. If your hard copy doesn't look the way you want it to, or think it should, ask your teacher to help you figure out how to change it.

Quit *AppleWorks* and turn off your computer.

15 15 15 15 15 15 15 15 15 15 15 15

THE PERSUASIVE PARAGRAPH

Nothing tells more about who we are as individuals than the thoughts and opinions we hold. A **persuasive paragraph** tries to convince others that a particular opinion is good or right by giving strong reasons for that opinion. It usually begins with a topic sentence stating the main idea or opinion. The topic sentence is followed by several other sentences which contain supporting details. The supporting details in the paragraph are generally presented in order of importance. Read the following paragraph.

> **Many parents would be better able to take care of their children if parenting skills were taught in the public schools. Every year thousands of children are mistreated or abused because parents lack the necessary skills to care for their youngsters. Studies indicate that most parents treat their children the way they, themselves, were treated as children. Unless young people begin to learn better ways of caring for their offspring, children who were abused will continue to abuse their children, and the cycle will continue unchecked.**

In this paragraph, the author's opinion is clearly stated in the topic sentence: *Many parents would be better able to take care of their children if parenting skills were taught in the public schools.* Each of the sentences following the topic sentence helps convince the reader that the author's opinion is right. When you write a persuasive paragraph, you want your readers to agree with you.

WRITING / COMPUTER ACTIVITY

Activity A: Writing a Persuasive Paragraph

Read the topics listed below and choose one that you have a strong opinion about.

Violence on TV	**Fast food**	**Smoking**	**The Environment**
Raising the Minimum Wage		**Year-round School**	**Women in Combat**

Think about how you can state your opinion in one sentence. That will be your topic sentence.

Open a new word processing document named *Opinion*.

Choose a title for your document. Your title can be anything you want as long as it is related to your subject. An interesting title makes people want to read your writing.

Press ⌘- O to access the Options table.
Type *CN* to center your title. Press Return.
Type *BB* to Begin Boldface. Press Return.
Press Escape to exit the Options table.

Now you can type your title. When you are finished with your title, you will have to tell the computer to end the boldface type and to make the text unjustified again. Also, in this activity, you are going to tell the computer to **double space** your document.

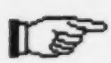
When you start a new word processing document, *AppleWorks* automatically single spaces the text. All of the writing you have done so far in this handbook has been single spaced. Double spacing puts a line of space between each line of text. Like the boldface type, you will not be able to see the double spacing on your monitor screen, but you will see it when you print your hard copy.

Press ⌘-O to access the Options table.
Type *UJ* to left justify the text. Press Return.
Type *BE* to end the boldface type. Press Return.
Type *DS* to tell the computer to double space. Press Return.
Press Escape to exit the Options table.

Now you're ready to write your persuasive paragraph. Start with your topic sentence that clearly states your opinion. Then, think of details which support your main idea. Don't worry about typing the details in any particular order, you can always move them around later using the ⌘-M command. You may decide to write several paragraphs about your subject. You could write a separate paragraph for each supporting idea and give plenty of examples.

Sometimes you may want to know where a printed page will begin and where it will end. There is a command that will let you see this. The "Kalculate" command, ⌘-K, tells the word processor to show the **page breaks.** A page break is the place where one page ends

and the next begins. When you have finished writing your persuasive paragraphs:



Press ⌘- K to see where the page break occurs in your document.
Highlight your printer and press Return.

AppleWorks automatically calculates the place where the page will end. If you do not see the page break on your screen, use your arrows to **scroll,** or move, through your document until you see it.

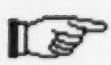
There are times when you may want to begin a page at a certain place even though that's not where the computer has calculated it. The New Page command on the Options table allows you to begin a new page at any point. Let's try it.

Choose a place in your document where you could begin a new page. It might be the beginning of a new paragraph.

Press ⌘-O to access the Options table.
Type *NP* for New Page. Press Return.
Press the Escape key.

You should see a page break on your screen at the point where you told the computer to begin a new page. If you decide you don't want to begin a new page at that spot, you can go back and delete the New Page command using the ⌘-D command. It's up to you.

When you have formatted your document the way you want it:



Press ⌘-S to save your file.
Print a hard copy of your document.

If you are satisfied with the appearance of your document:

Quit *AppleWorks*.
Turn off the computer.

Congratulations! You have just completed all the lessons in this handbook! You now have the skills necessary to write word processing documents on the Apple IIe computer. This means you are ready to begin writing on your own with the computer.

Where do we go from here???

Learning everything there is to learn about computers is just about impossible. In lesson one of this handbook, you learned that the Apple IIe is just one of the many different kinds of computers that are available today. Word processing is only one of the many things you can learn to do with a computer. The more you learn about computers, the more you start to understand how much more there is to learn.

The first thing that you can do to learn more is to keep writing with the Apple IIe. Practice using all the things you have learned in this handbook such as moving text around, tab stops, and the printer options that can make your document look the way you want it to. You might ask your teacher to help you come up with ideas for future writing assignments.

Once you feel completely comfortable using the word processing feature of the Apple IIe, you might ask your teacher for more information about how to use the data base and spreadsheet functions of the computer. If your classroom has other types of computers available for student use, you might ask to learn a little about them so that you can see how one kind of computer is different from another.

Congratulations! I hope you'll take a minute to give yourself credit for a job well done.

Computers and writing are both such a lot of fun. Now that you've learned a little bit about each of them, I hope you'll want to continue learning more and more in the future.

On the next page you'll find an Apple IIe command glossary that you can refer to in the future when you write with the Apple IIe. It gives you a quick summary of most of the commands you've learned in this handbook.

Good Luck and Keep Writing!!!

COMMAND GLOSSARY

Command	Operation
^ - C	Copy text
^ - D	Delete text
^ - E	Insert and Replace cursors
^ - K	Calculate page breaks
^ - M	Move text
^ - N	Change name of file
^ - O	Get Printer Options table
	Options:
	BB — Boldface begin
	BE — Boldface end
	CI — Characters per inch
	CN — Center
	JU — Justify
	LM — Left margin
	NP — New page
	RM — Right margin
	UB — Underline begin
	UE — Underline end
	UJ — Unjustified
^ -P	Print document
^ - S	Save document
^ -T	Set Tabs
^ - Z	Show embedded commands
^ - ?	Help

ANSWER KEY

LESSON 1

Activity A

1. central processing unit
2. disk drive
3. Apple IIe
4. monitor
5. computer
6. disk
7. keyboard
8. printer

LESSON 2

Activity B

1. delete key
2. caps lock
3. arrow keys
4. space bar
5. control key
6. return key
7. tab key
8. open-apple key
9. shift key
10. escape key

LESSON 3

Activity A

1. prompt
2. desktop
3. program
4. menu
5. word processing
6. cursor
7. file
8. user
9. command

LESSON 5

Check-up

1. b - format
2. d - save
4. (subject)
5. (verb)

LESSON 6

Activity A

1. (subject)
2. (verb)
3. (verb)
4. (subject)
5. (verb)

LESSON 9

Activity A

1. topic sentence
2. replace cursor
3. sentence
4. run-on
5. insert cursor
6. edit command
7. fragment
8. indent, paragraph

LESSON 10

Activity A

5, 3, 1, 2, 4

Activity C

f - edit
e - -M
d - -C
a - clipboard
c - text
b - narrative

LESSON 11

Activity C

1. tab stop
2. -T
3. tab line
4. tables
5. -E

LESSON 13

Check-up

save
print
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options table
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move

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Your reactions to this handbook, both positive and negative, can help us improve the quality of future publications. Please take a few moments to complete this form. Your feedback will be greatly appreciated.

Directions: Please circle the number which best summarizes your reaction to this handbook.

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